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ABSTRACT

This program management guide, which contains information specific to Iowa's educational system and standards, is designed to assist vocational administrators in their activities with regard to the following: the vision, mission, philosophy of vocational education (VE); occupational competencies; competency-based VE; articulation; advisory councils; integration of academic education and VE; special populations; equity; and resources. The guide's largest section consists of six planning manuals that are designed to assist local school district planners in developing curricula in the following areas: agricultural, business, health occupations, home economics, industrial, and marketing education. The manuals present information and guidance regarding such aspects of program development as the following: developing mission/philosophy and goal statements, constructing a systematic curriculum model, selecting delivery models, sequencing learning outcomes, developing sequential units of instruction, selecting potential course titles, writing model course descriptions, identifying the components of quality programs, identifying instructor resources, meeting state standards, and encouraging participation in vocational student organizations (VSOs) and integrating the activities of VSOs into the curriculum. (MN)

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VOCATIONAL-TECHNICAL EDUCATION

Program Management Guide

Iowa Department of Education
September 1993

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CHAPTER I - Vocational Education

Vocational Education: *Organized educational programs offering a sequence of courses which are directly related to the preparation of individuals in paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree. Such programs shall include competency based applied learning which contributes to an individual's academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, and the occupational-specific skills necessary for economic independence as a productive and contributing member of society.*

The Vision

Education is a process by which society transmits basic knowledge, attitudes, and skills necessary for an effective and productive life. Prominent in this process are the various formal delivery systems, beginning with childhood education through adult postsecondary education. The opportunities provided through these systems should be readily available to all individuals.

Iowa's educational system has the dual objectives of preparing students for careers and other life roles such as citizen and parent. Education for career and life roles is a prominent part of an effective vehicle for advancing individual skills and related education. It may be provided by public or private institutions or agencies utilizing a variety of community resources and will be offered at the secondary and postsecondary levels. Such programs represent instruction that will be available to all individuals who want, need, and can profit from it. It should be provided to all regardless of race, age, gender, physical, mental, academic or economic condition, and must be easily accessible to all. (A New Vision for Vocational-Technical Education in Iowa, February 3, 1992).

The Mission

The mission of vocational-technical education in Iowa is to provide opportunities for all students to choose, prepare for, and advance in their lifelong careers or vocations. This shall be accomplished by integrating what has traditionally been called vocational-technical and academic education into a system that provides opportunities which enable persons to live in a global society, capable of competing in a world market work force, and receptive to lifelong learning. (A New Vision for Vocational-Technical Education in Iowa, February 3, 1992).

The Philosophy

We believe that vocational-technical education in the year 2000 and beyond should provide diverse populations with unrestricted access to high quality courses and programs supported by adequate resources and career awareness services. Vocational-technical education and general education should be delivered in an integrated manner which will enhance the image of all education. We believe that the educational system will be asked to be more accountable for the learning of students. Student achievement and fiscal accountability will be key measuring devices for the future. Providing high quality vocational-technical education for all citizens will require quality delivery and access within the resources available.

We believe that vocational-technical education should be considered an equal and viable program for students throughout their educational careers, and students should have access at any point. Access must be provided for all students who wish to stop in and/or stop out of vocational-technical education programs throughout their educational careers. Secondary students should be able to pursue an integrated educational program and high school graduates should have the basic workplace skills necessary to be competitive in any type of postsecondary environment, whether it be a four-year institution, a community college, or an apprenticeship program. We believe, that to accomplish this, all programs and courses must be competency-based and articulated throughout the academic environment.

We believe that preparation for employment or preparatory skill development must be planned, implemented and maintained through joint efforts of educators, political leaders, business/industry leaders, the general citizenry, and those for whom the programs are offered. We believe that programs must be located in appropriate geographical areas to maximize student accessibility. It is critical that community colleges and secondary systems collaborate to provide vocational-technical opportunities across the state through articulation, shared program agreements, and new alternatives which will provide incentives for cooperation. (A New Vision for Vocational-Technical Education in Iowa, February 3, 1992).

The Iowa Vocational Standards

The Vocational Education standards enacted July 1, 1992 define the minimum program opportunities in **vocational education** that must be made available to students in each school district. Specifically, they require:

1. A minimum of **three** sequential units must be **offered and taught** in at least one occupational cluster from at least **four of the six** service areas. The service areas in vocational education are:

   Agricultural Education
   Business/Office Education
   Health Occupations Education
   Home Economics Education
   Industrial Education
   Marketing Education

2. Instruction shall be **competency-based**; shall provide a base of knowledge which will prepare students for entry level employment, additional on-the-job training, and postsecondary education within their chosen field;

3. Instruction shall be **articulated** with postsecondary programs of study, including apprenticeship programs;

4. Instruction shall **reinforce basic academic skills** and include the contributions and perspectives of persons with disabilities, both men and women, and persons from diverse racial and ethnic groups.

(Extracted from Chapter 256.11 of the Laws of the 73rd General Assembly, 1989 Session (S. F. 449).

CHAPTER II - Occupational Competencies

Explanations of Competencies

Competencies are learned behaviors which can be accurately repeated and measured to a predetermined standard. Instruction is based on incumbent worker-validated competency statements of learner results which describe skills the student will be able to demonstrate as a result of the instruction. Competencies function as the basis for building the instructional program. Instructors evaluate students based upon their ability to perform the competencies. All secondary and postsecondary vocational program offerings shall be competency based. Only the secondary vocational programs have state minimum competency lists for each service area. Instructors should utilize the expertise of professionally developed competency-based instructional materials, local incumbant workers, and advisory councils to identify those additional competencies which are necessary for a complete and quality program, building beyond the minimums.

State Minimum Competencies

The state approved minimum vocational education competencies are required by the Vocational Education Standards and Requirements for each of the six vocational service areas. The complete competency sets are disseminated as a resource and reference document. The state minimum competency lists were validated by statewide technical committees composed of representatives from businesses, industries, and organized labor. The committees, with state wide representation of workers in occupations within a given occupational cluster, identified the minimum skills, knowledge, and attitudes needed by an individual to successfully enter, maintain and advance in occupations within the cluster. The technical committees analyzed a researched list of occupational cluster competencies which included new and emerging technologies, job seeking, leadership, and entrepreneurial competencies. All of the state competency lists have been analyzed for reinforcement of academic skills. These lists contain essential competencies for a cluster of occupations and are not intended to be the only competencies learned. Secondary school districts will choose a minimum of one occupational cluster set per service area upon which to build their program. These competencies will be revised and updated on a three-year revalidation cycle. The purpose of revalidation is to allow the state competencies to be as current as possible. Minimum competencies have been identified for each occupational cluster within each service area as follows:

AGRICULTURAL EDUCATION

- Agricultural Business, Service and Supply
- Agricultural Mechanics
- Agricultural Production
- Agricultural Products and Processing
- Horticulture
- Natural Resources

BUSINESS/OFFICE EDUCATION

(Business education contains only one occupational cluster.)

HEALTH OCCUPATIONS EDUCATION

Emergency Care
Health Occupations-Non-Certified Occupations
Nurses Aide Practical Nursing

HOME ECONOMICS EDUCATION

Family and Consumer Science
Occupational Child Care
Occupational Clothing, Apparel and Textiles
Occupational Food Production and Services
Occupational Home Furnishings
Occupational Institutional Home Management

INDUSTRIAL EDUCATION

Construction
Engineering Related
General Mechanics
Graphic Communications
Manufacturing
Technical Services

MARKETING EDUCATION

Entrepreneurship
General Marketing

Process For Identifying Competencies

The process for developing competencies is established by subrule 281.46.7 (1) in the administrative rules and regulations. Vocational programs must include the identified, approved, state competencies, or those developed locally for the specified occupational cluster. The administrative rules and regulation subrule 281-46.7(2) explains how local school districts and community colleges may elect to develop competencies in lieu of the state minimum competencies as well as those above and beyond those identified by the department. Local school districts or community colleges shall utilize the state developed competency development procedures described in subrule 46.7(1). The local school district's alternative minimum competency list developed for a specific occupational cluster must be approved by the state department of education. Competencies developed by local school district and community colleges need to be developed through a structured group interview process, which involves the use of technical committees of incumbent workers, within an occupational cluster of a service area, who will analyze a researched list of occupational competencies. This analysis includes identifying the competencies necessary for the vocational program to offer so that the program participant has access to all instruction which leads to employment and further training.

CHAPTER III - Competency-Based Vocational Education

Competency-based vocational education provides occupational training to students in secondary and postsecondary institutions. Secondary and postsecondary personnel need to cooperate and communicate in order to establish comprehensive competency-based vocational programs. Competency-based vocational education is required by both federal and state legislation and is the major criterion for receiving federal and state dollars for vocational programs. The competency-based structure and organization provides for comprehensive evaluation of individual students, of students as a group, and for the vocational programs in general.

Key Concepts in Competency-Based Vocational Education:

- Occupational competencies including the state minimum competencies provide the basis for building the instructional program to be offered.
- Content is based on occupational competencies: what the student must do to successfully function in specific occupation(s) and the industry.
- Student performance objectives are specified in advance of instruction.
- An instructional delivery system is used that allows for individualization, feedback, flexibility, and reteaching.
- A criterion-referenced evaluation system is used to measure a student's competency level. Competencies include cognitive, psychomotor, and affective behaviors.
- Program development involves the relationship of staff, budget, facilities, advisory council, students, vocational student organizations, and instructional materials.

Steps for Developing Competency-Based Instruction:

1. Planning Competency-Based Vocational Education
2. Aligning Curriculum
3. Developing Components of Instruction
4. Writing Performance Objectives
5. Developing Instructional Strategies
6. Managing Student Assessment

Terminology Associated with Competency-Based Vocational Education:

Competency—a learned student performance statement which can be accurately repeated and measured to a predetermined standard.

State Minimum Competency List—Competencies validated by statewide technical committees composed of representatives from appropriate businesses, industries, and organized labor. These lists contain essential competencies common to a number of occupations in a particular service area. Districts will choose one set of competencies per service area to include in their specific vocational program.

Competency-Based Vocational Education (CBVE)—A methodology of instruction that (a) identifies cognitive, psychomotor, and affective skills needed to meet a specified standard; (b) informs students and teachers of the precise and detailed learning objectives required to achieve performance; (c) emphasizes performance standards which can be repeated and measured; and (d) facilitates learning by allowing each student to master the competency through flexibility in learning time and methods.

Competency-Based Instruction—Action-oriented instruction in which materials and activities are developed using the methodology of competency-based vocational education.

Criterion-referenced evaluation—Procedure that measures student performance or knowledge according to the conditions and standards stated in the performance objective.

Performance objective—A statement of what the student must do in observable and measurable terms.

Standard—Criteria which specify exactly what constitutes successful completion of a prescribed performance.

What Competency-Based Vocational Education Means

To the students, CBVE means:
- Being given credit for what they already know
- Being able to proceed at their own rate within program guidelines
- Having a choice in how they will learn
- Accepting more responsibility for their own learning
- Competing against preset standards and not other students
- Being assessed by performing competencies in a manner acceptable to the standards of the occupation

To the instructors, CBVE means:
- Being allowed to become a facilitator of learning
- Being allowed to concentrate on student motivation
- Being able to work along with individual students in order to design a curriculum
- Continuing to be the key element in the teaching/learning process

To the administrators, CBVE means:
- Using instructional staff, instructional equipment, and buildings more efficiently
- Accepting students with a wide variety of entry-level skills
- Making articulation of secondary, postsecondary, and part-time adult instruction easier to accomplish
- Making evaluation of program effectiveness and instructional staff easier
- Accommodating community educational needs for retraining and updating
- Increasing opportunities to work cooperatively with business, industry, and labor
- Demonstrating accountability to the community more easily

To the employers, CBVE means :

- Having determined the skills of prospective employees
- Accomplishing retraining and updating of employees more quickly and easily
- Assuring qualifications of prospective employees
- Having a record of prospective employee's skills

Planning for Competency-Based Vocational Education

In competency-based vocational education, the instructors function as a manager and a resource person; while students become responsible for their learning. The instruction is action-oriented with students advancing at their own pace within the program guidelines. The students are given credit for prior knowledge and provided opportunities to articulate competencies in future educational endeavors. Upon completion of the course or program, the learner will exhibit specific skills.

In a competency-based vocational education system, there must be commitment from administration, teachers, parents, and advisory committees to provide quality vocational education for students. This includes validation of competencies, allotment of professional development time, and continual evaluation of the process.

A written plan for implementing and operating competency-based vocational education program will include timeframes for development of:

1. Philosophy
2. Competencies
3. Instructional Strategies/Methods and Resources
4. Student Assessment
5. Program Evaluation and Revision

The plan will outline the requirements of the program which will affect the demands to be made upon administration, staff, facilities, students. It becomes a realistic analysis of demands and limitations to be confronted and provides the communication vehicle for explaining the new approach to interested parties.

Competency-Based Vocational Education Alignment

The steps for competency-based vocational education alignment are to:

1. Select a valid competency list
2. Develop performance objectives
3. Evaluate and select instructional materials based on verified competency list and performance objectives
4. Develop and adopt criteria-referenced assessment instruments that align with competencies
5. Implement the program
6. Evaluate and revise

Developing Components of Instruction

To implement competency-based vocational education, educators develop units of instruction which provide materials and information necessary for an instructional period.

The Curriculum Development, Review, and Refinement Standard of the Iowa Code[12.5(16)] for all K-12 local education agencies specifies that each curriculum area will outline "...goals; suggested instructional activities, materials, and content; and expected student outcomes for each level of instruction..., student assessment procedures and the process for monitoring student progress."

Based on the state mandate, at a minimum, the writing instructor will need to include:

Program/course/unit goals
Student learning outcomes/competencies/performance objectives
Instructional activities
Materials/resources
Student assessment procedures
Monitoring procedures

The standards for K-12 districts also include across the curriculum infusion standards:

12.5(7)	Career Education
12.5(8)	Multicultural, Nonsexist Education
12.5(10)	Technology
12.5(11)	Global Education
12.5(16)	Higher Order Thinking, Communication, and Learning Skills

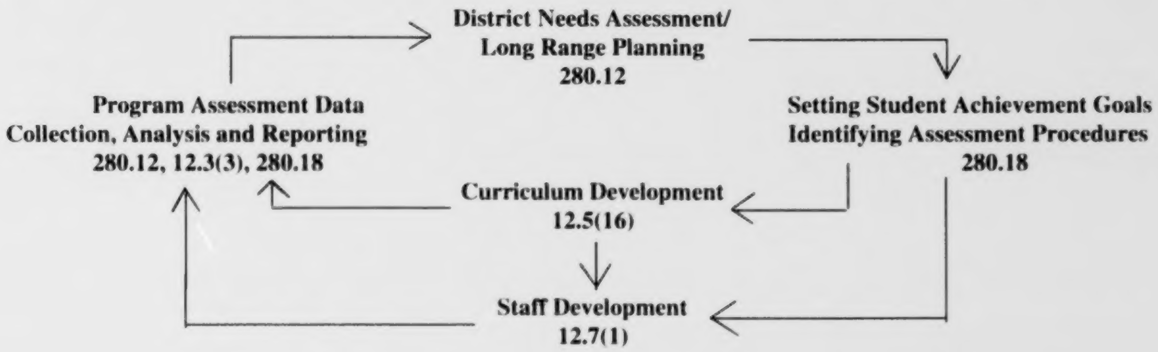
Infusion will include direct content that is documented as well as indirect content, applied content, and instructor modeling.

The Iowa Secondary Vocational Standards and Requirements [256.11(4), (5h)] effective July 1, 1992 includes additional requirements in vocational programs. These are:

- minimum set of competencies
- competency-based instruction
- articulation with postsecondary institutions
- reinforcement of basic academic skills
- assessment of extent to which competencies are being mastered

Merging CBVE With Other Secondary Curriculum Standards

The competency-based process fits into the Iowa "Big Picture":


District Needs Assessment/
Long Range Planning
280.12
Setting Student Achievement Goals
Identifying Assessment Procedures
280.18
Curriculum Development
12.5(16)
Staff Development
12.7(1)
Program Assessment Data
Collection, Analysis and Reporting
280.12, 12.3(3), 280.18

In the 280.12, 280.18, 12.5(16) schema above, vocational education is a part of the assessment and the planning. This leads to curriculum and staff development and continued program evaluation. Competency-based vocational education, as a methodology of instruction, fits into the total cycle. All standards eventually merge into a planning, management, delivery and reporting system.

Writing Performance Objectives

When developing performance objectives, the instructor will need to ask a key question:

> What is important for the students to know and to do upon entering a specific job market?

The performance objectives are written statements of what students must do in observable or measurable terms.

When performance objectives are viewed as competencies and are defined in terms of changes in student behavior, several types of behavioral change can be included: thinking skills, performance skills, attitudes, interests, appreciations, adjustments, knowledge.

There are three components of a performance objective:

1. Statement of conditions are givens to let students know what will be available to them when they begin.

   Examples: Given a list of ten examples...
   Given an unthreaded sewing machine...

2. Measurable behavior or action that can be observed; the student's behavior is a precise, observable, and measurable outcome which describes in terms of action what the student will be required to do. Action verbs effectively and directly describe outcome behaviors.

   Examples: Define in writing...
   Construct a...

3. Standards or criteria which specify exactly what constitutes successful completion of the action.

   Examples: ...with a minimum score of 85 percent on the unit test
   ...according to manufacturer's specifications

In writing performance objectives, the instructor will want to state the conditions, behavior and standards in terms of student behavior; list the subject matter to be covered, use only one action verb; and state the objective so that an evaluation instrument can be developed to determine if the student has reached that objective.

Criterion-referenced evaluation is the procedure that measures student performance or knowledge according to the conditions and standards stated in the performance objective. If the students do not attain the objective or competency, they continue to work on it until the task can be performed at the criterion level specified.

Competency-based education focuses on how each student performs against predetermined standards. Competency-based standards take into account the mastery of identified skills and knowledge, the student's ability to attain stated performance objectives, and the individual abilities of each student. Criterion-referenced evaluations should match the stated performance objectives, serves a two-fold purpose:

1. It documents the mastery of program or course content.

2. It is one indicator of the quality of instruction being offered.

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Below are the verbs which are effective in writing performance objectives:

Verb List for Cognitive Domain

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
define	convert	change	break down	categorize	appraise
describe	defend	compute	diagram	combine	compare
identify	distinguish	demonstrate	differentiate	compile	conclude
label	estimate	discover	discriminate	compose	contrast
list	explain	manipulate	distinguish	create	criticize
match	extend	modify	identify	devise	discriminate
name	generalize	operate	illustrate	design	explain
outline	give	predict	infer	explain	justify
reproduce	infer	prepare	outline	generate	interpret
select	paraphrase	produce	point out	modify	relate
state	predict	relate	relate	organize	summarize
	rewrite	show	select	plan	support
	summarize	solve	separate	rearrange	
		use	subdivide	reconstruct	
				relate	
				reorganize	
				revise	
				summarize	
				tell	
				write	

Verb List for the Psychomotor Domain

assemble
build
calibrate
change
clean
compose
connect
construct
correct
create
design
dismantle
drill
fasten
fix
follow
grind
grip
hammer
heat
hook
identify
locate
make
manipulate
mend
mix
nail
paint
sand
saw
sharpen
set
sew
sketch
start
stir
use
weigh
wrap

Verb List for the Affective Domain

Receiving	Responding	Valuing	Organization	Value Complex
ask	answer	complete	adhere	act
choose	assist	describe	alter	discriminate
describe	comply	differentiate	arrange	display
follow	conform	explain	combine	influence
give	discuss	form	compare	listen
hold	greet	initiate	complete	modify
identify	help	invite	defend	perform
locate	label	join	explain	propose
name	perform	justify	identify	qualify
point to	practice	propose	integrate	question
select	present	read	modify	revise
set erect	read	report	order	serve
reply	recite	select	organize	solve
use	report	share	synthesize	use
	select	study		verify
	tell	work		
	write			

Developing Instructional Strategies

A variety of techniques should be used in teaching performance objectives. The action verb in the objective can become a key to help determine teaching strategies and selection of instructional techniques.

Managing Student Assessment

Programs need to identify what competencies students should learn and record student progress toward program completion of those competencies. Instructors assess students based on their ability to perform the competencies. This is an integral part of a competency-based vocational education system. The Iowa secondary curriculum standard [12.5(16)] also addresses student assessment and monitoring of student progress.

Instructors will need to consider combinations of various assessment methods when determining how to best assess competency attainment or gains. Possible assessment methods may include, but are not limited to:

anecdotal records
teacher journals
audiotape records
conference notes
informal inventories
learning logs
parent involvement
portfolios
products/projects
self-assessment
scrapbooks
tests/quizzes
checklists
case study
videotape records
attitude surveys
interest surveys
behavior rating scales
questionnaires
inventories
interview notes
student journals
structured observations
peer assessments
performances/behaviors
oral exams
rating scales
problem-solving

When determining assessment alternatives for competency-based vocational education, the assessment should:

1. Measure only pre-stated competencies
2. Be objective and free of personal bias
3. Be comprehensive and measure the skill or knowledge needed for employment

Effective and efficient management of assessment requires a recordkeeping system. The steps in developing a system to monitor student progress are to:

1. plan student work—examples: learning contract, progress chart, portfolio, individualized education plan
2. monitor student progress—examples: progress charts, portfolio
3. document competency mastery—examples: progress charts, portfolio, competency profile
4. record competence—examples: certificate, portfolio

Individual student profiles and competency profiles are methods frequently used for recording student achievement and provide an assessment of where the student stands in achieving the competencies of the course or program.

Competency profiles may be used in several ways:

School Use	Beyond School Use
1. Record of mastery	1. Employer program overview
2. Program expectations	2. Graduate capabilities
3. Placement	3. Public relations
4. Student Progress	4. Articulation
5. Curriculum evaluation	

The assessment process and the development of the competency profile allows instructors to evaluate their vocational programs more accurately in terms of graduates' competency attainment and assist in making vocational education more accountable when the program is being evaluated.

Competency-Based Vocational Education Resources

Many sources of materials are available for developing competency-based vocational education.

The National Network for Curriculum Coordination in Vocational and Technical Education (NNCCVTE) is a federally-sponsored network of all states and trust territories devoted to improving vocational and technical education. Six regional centers and state representatives in each state and trust territory can access the Network's Curriculum Clearinghouse for task lists, instructional materials, and test item banks being developed in the public sector of vocational and technical education.

NNCCVTE Project Officer:

U.S. Department of Education
Room 4512, Switzer Building
Washington, D.C. 20202-7242
(202) 732-2372 FAX (202) 732-3897 AVO0051

Regional Curriculum Coordination Centers

East Central CCC
IVCC/ECN, F-2
Sangamon State University
Springfield, IL 62794-9243
(217) 786-6375
FAX (217) 786-6036
AVO1727

Midwest CCC
Oklahoma Dept. of Vocational
and Technical Education
1500 West Seventh Avenue
Stillwater, OK 74074-4364
(405) 743-5192
FAX (405) 377-5142
AVO4602

Approximately 35 states have State Curriculum Centers which give, sell, or loan curriculum materials developed by their state and others. All state vocational curriculum centers participate in NNCCVTE.

Examples:

Curriculum and Instructional Materials Center (CIMC)
Oklahoma Department of Vocational and Technical Education
1500 West Seventh Avenue
Stillwater, OK 74074-4364
(405) 377-2000 (800) 654-4502 FAX (405) 743-5154

Arkansas Vocational Curriculum Development Center (AVCDC)
115 Graduate Education Building
University of Arkansas
Fayetteville, AR 74701
(501) 575-6606 (800) 632-8754 FAX (501) 575-4681

Kansas Competency-Based Curriculum Center
Washburn University, SACE
Topeka, KS 66621 0
(913) 231-1010, Ext. 1534 FAX (913) 231-1089)

Instructional Materials Laboratory (IML)
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Commerce, TX 75428
(214) 886-5624 (800) 356-3382

Other competency-based units of instruction may be found in a variety of instructional manuals/guides from:

Mid-America Vocational Curriculum Consortium
Oklahoma Department of Vocational and Technical Education
1500 West Seventh Avenue Stillwater, OK 74074-4364
(405) 377-2000 (800) 654-4502 FAX (405) 743-5154

List of Consortia

Applied Biology/Chemistry
CORD, Suite C
601 Lake Air Drive
Waco, TX 76710
(800) 772-8756 or
(817) 231-3015

Exploring Technology Education
AIT
1111 West 17th St., Box A
Bloomington, IN 47402
(800) 457-4509 or
(812) 339-2203

Marketing Education
Resource Center
1375 King Avenue
Columbus, OH 43212
(614) 486-6708

References

1. Competency-Based Education Professional Development Series, Mid-America Vocational Curriculum Consortium, Inc.; 1992.
2. Competency-Based Instructional Design, An Overview and Conceptional Framework Manual, Denmark Technical College, Denmark, South Carolina, June 1989.
3. "Competency Based Vocational Education," Workshop, September 25-26, 1991, Mid-America Vocational Curriculum Consortium.
4. Finch and Crunkilton, Curriculum Development in Vocational and Technical Education: Planning, Content, and Implementation, Allyn and Bacon, Inc., 1984.

CHAPTER IV - Articulation

Introduction

A major objective of The State Plan for Educational Excellence (1992) states that Iowa students will be able to move easily and smoothly from one educational program to the next. The 1989 Vocational Standards (SF 449) require that "instruction . . . shall be articulated with postsecondary programs of study . . ."

Articulation describes a "planned process linking two or more educational systems to help students make a smooth transition from the secondary level of occupational or academic training to the two-year or four-year postsecondary level or to apprenticeship, without experiencing a delay or duplication of learning" (A New Vision for Vocational-Technical Education in Iowa, February 3, 1992).

Department of Education rules written to implement the new vocational standards identify that each vocational program offered at the high school level "shall have an articulation agreement signed with at least one postsecondary institution, i.e. community colleges, apprenticeship programs, or private postsecondary institutions".

The following sections provide the framework for articulation, provide a suggested process model for articulation and include model articulation agreements.

Section I

Framework for Articulation

Articulation: The process of mutually agreeing upon competencies and performance levels (validation) transferable between institutions and programs for advanced placement or credit in a vocational program.

Articulation - Horizontal: Articulation which takes place between programs within an institution or between like institutions.

Articulation - Vertical: Articulation which occurs between institutions at different levels, such as between a secondary and postsecondary institution.

Articulation Agreement(s): Written documents which explain the decisions agreed upon, and the process used by the institutions to grant advanced placement or credit. (DE Rules, Implemented November 1991).

A. Institutional Agreement: Addresses general, generic items that are not applicable to more than one program; therefore do not need to be repeated in each occupational specific (program to program) agreement.
B. Occupational Specific Agreement (program to program): Addresses items applicable to a specific program/cluster/course.

Articulation Intent: Official notice to cooperatively pursue and develop the mechanism for articulating course(s)/program(s) for the benefit of the student. Signatures by both sending and receiving institutions required.

Advanced Placement: An approach to articulation which validates the "competencies" and places a student at an advanced point in a program according to the competencies the student has attained. This approach may eliminate portions of a course(s)/program(s) which the student must complete at the postsecondary level, and is identified in the articulation agreement.

Advanced Standing: An approach to articulation which validates the "competencies" and eliminates the need for a student to enroll in a course. Satisfactory attainment of the course competencies are documented and the mechanism for awarding credit (high school and/or college) is identified in the articulation agreement.

Preparatory: Course(s) which enable individuals to enter course(s)/program(s) at the postsecondary level but are not articulated for credit. They are competency based and prepare individuals for paid or unpaid employment.

Validation: The process of objectively measuring the content (competencies) of courses before determining advanced placement/standing.

Advantages of Articulation

Articulation provides the opportunity for enhancing educational alternatives for Iowa's students, as well as fostering positive benefits for the educational institutions. The advantages of articulation for both students and institutions may include:

1. Improving the quality of programs
2. Providing for good public relations
3. Preventing duplication of instruction
4. Increasing enrollments
5. Increasing the opportunities for students
6. Making better use of funds
7. Reducing cost to students
8. Improving communications
9. Developing trust and understanding between secondary/postsecondary faculty

Essential Practices in Articulation

Articulation is a process that requires commitment from everyone in the educational systems. The following practices are considered essential if articulation is to succeed:

1. Leadership and commitment from top administration. Articulation must be made a clear institutional priority. Superintendents, presidents, school boards and boards of trustees must provide the commitment in terms of resources, both fiscal and with personnel.

2. Commitment from school personnel at all levels. Articulation can be better implemented with the support and active participation of building principals, guidance counselors, curriculum directors vocational-technical deans and their associates, parents and students.

3. Early faculty involvement. Faculty from both secondary and postsecondary institutions must be involved early in the process to establish communication, resolve course content and credit issues, and develop a degree of mutual respect and trust.

4. Mutual benefits to all partners. Each institution must identify the specific benefits it receives through its participation in the articulation process, as well as the benefits to students.

5. Written articulation agreements. Written agreements formalize the commitment and should be signed by designated personnel at both institutions. Annual review and publicity regarding the agreements will benefit students, institutions and the community.

6. Open, clear and frequent communication. Identification of communication channels at every level should be a top priority.

7. Clearly defined responsibilities. It is necessary to identify responsibilities for those involved with articulation. A coordinator at each institution is suggested.

8. Competency-based curricula. The mechanisms for validating competencies or granting equivalency credit must be understood and accepted by both institutions. Competency-based education will facilitate this process.

9. Common focus on mutual goals rather than individual turf. Creating a collaborative environment is essential for articulation to work. Mutual respect will assist all to focus on mutual goals. The articulation efforts should illustrate benefits to students and institutions.

Section II

Process Model for Articulation

The local school and school districts, area education agencies, postsecondary institutions and apprenticeship programs all play significant roles in the articulation process in which mutual cooperation and communication is critical at all levels including instructors, administrators and support staff. The SUGGESTED process which follows identifies a logical sequence for developing an articulation plan. It does NOT identify the responsible party for initiating, developing, implementing or evaluating each phase. Rather, it suggests WHAT to do and provides for the autonomy and creativity of the respective entities to develop their own process for the delivery of vocational education in both secondary and postsecondary institutions and apprenticeship programs.

1. Secure administrative/board support at secondary and postsecondary institutions and apprenticeship programs.
   - A. Information and communication is essential to and with all potential participants.
   - B. Marketing the concept of articulation is crucial at this point.

2. Secure commitment from participating institutions in the form of written "Articulation Intents".

3. Identify the vocational competencies/courses/programs for articulation.

4. Identify, modify, or eliminate policies and program requirements which may prevent the acceptance of the competencies in a secondary/postsecondary institution or apprenticeship program.

5. Collaborate on the program competencies - minimum and beyond for articulation.
   - A. Determine level of performance of competency
   - B. Identify assessment mechanisms

6. Develop a written articulation agreement between secondary vocational course(s)/program(s) and postsecondary institutions or apprenticeship programs.
   - A. Identify components for inclusion
   - B. Secure authorized secondary and postsecondary approval
   - C. Communicate progress to board and advisory council(s)

7. Implement strategies for inservice and/or staff development of the articulation arrangements with appropriate secondary/postsecondary instruction and non-instructional personnel.

8. Implement strategies for marketing the articulation arrangements with students, parents, faculty, staff and guidance counselors.

9. Implement a plan for systematic evaluation and review of articulation agreements and processes.

Suggested Components of Articulation Agreement

The components of the Articulation Agreement will be variable, depending on the delivery model selected for the secondary programs and when and how the postsecondary or apprenticeship programs interface with the secondary programs. Consideration to the following components is recommended for inclusion in the articulation agreement:

1. Identification of program options available for students, especially if secondary program prepares students to enter more than one postsecondary or apprenticeship program.

2. Identification of postsecondary/apprenticeship requirements satisfied as a result of attaining competencies identified in secondary program.

3. Identification of "credit" or advanced placement at postsecondary institution acquired as a result of attaining competencies.
   A. Considerations of "grade" on transcript

4. Identification of validation (certifying competencies) process of ensuring student has attained competencies.

5. Identification of admission requirements to postsecondary institution, and specific programs or courses.
   A. Determine if student is "guaranteed" a seat (If so, for how long?)
   B. Determine if student must have "graduated", hold GED, etc.

6. Identification of when college credit is awarded (if applicable)

7. Identification of cost of college credit (if applicable)

8. Identification of Statute of Limitations for receiving college credit, and/or admission to the program under these provisions.

9. Identification of review process and termination clause for agreement.

10. Other conditions as mutually agreed upon.
    A. Identify if a 2 + 2 + 2 agreement is in place

11. Signature of secondary and postsecondary administrators.

INSTITUTIONAL AGREEMENT

ARTICULATION ARTICLES OF AGREEMENT

between

______________________________ School District

and

_____________________ Postsecondary Institution

1. Statement of Purpose

The purpose of this articulation agreement is to provide a mechanism that will enable students enrolled in vocational/technical courses at ____________________ high school to transfer to ____(postsecondary) institution and receive advanced placement/standing for the competencies successfully achieved at the school.

2. Criteria for Participation

Individuals seeking advanced placement/standing through articulation must:

a. Successfully complete the identified secondary level course(s)/ competencies.

b. Obtain _______ (9, 10, 11, 12) grade level at the high school at the time competencies are achieved.

c. Meet and maintain the prerequisites and academic standards of ______________________________(postsecondary institution)
[Attach entry requirements]

d. Enroll in a certificate, diploma or degree program at ________________________(postsecondary institution) within _____ year(s) following high school graduation.

3. Recording of Credit

a. Credit granted through this Articulation Agreement will be recorded on the student's postsecondary transcript upon ____ ____. (i.e. acceptance into the program, completion of ______ hours in the approved degree, diploma or certificate sequence of credits.)

b. Credit(s) for articulated courses will be recorded on the postsecondary transcript by course title, credit hours, and grade of ____ (letter or symbol). The grade ____________ (will/will not) be computed in the student's cumulative GPA.

4. Cost

There (will/will not) be a charge for college credit awarded through this agreement, but the postsecondary institution (will/will not) charge a one time _________ fee for the administration of the student's record.

5. Review Committee

Periodic review of the articulation procedures and process will be conducted by a standing review committee comprised of representatives from the ___________________________ school district(s) and _________________________ postsecondary institution. (Designate in agreement who the representatives will be or the areas to be represented and frequency of review).

6. In-Service &/or Staff Development

Appropriate counselors, faculty and administrators, both full-time and part-time, will be instructed in competency-based education and will receive orientation on the articulation process described herein.

7. Termination of Agreement

This agreement continues to be in effect unless either institution notifies the other in writing by______________ of each year, of its intent to terminate this agreement. This agreement becomes null and void upon termination of the secondary/postsecondary program.

No assurance is given that courses awarded advanced placement/standing through this agreement will transfer to any other postsecondary institution.

APPROVAL

______________________________________	__________________________________
(Signature of Superintendent/Designee) (School District)	(Signature of Authorized Personnel) (Postsecondary Institution)
____________ (Date)	______________ (Date)

OCCUPATIONAL SPECIFIC ARTICULATION AGREEMENT
[Program to Program(s)]
ARTICULATION ARTICLES OF AGREEMENT

for

________________ (Secondary) and ________________ (Postsecondary)

between ____________________________ School District

and

____________________________ Postsecondary Institution

INTRODUCTION

The ____________________________________ (Postsecondary Institution) agrees to award advanced standing/placement to students satisfying the terms of this articulation agreement with ____________________________ (School District).

1. **Course(s)/Competencies**

[Provisions for advanced standing and advanced placement should be addressed in the Occupational Specific Articulation Agreement. Examples for both advanced placement and standing are included for reference.]

***Suggested Procedure for granting Advanced Placement/Standing:**

1. A competency profile sheet will be maintained in the student's permanent (secondary) file, becoming an official document after it has been signed by the appropriate instructor/school official.
2. The student will be notified of this advanced placement/standing option.
3. When a request is made to have a competency profile sent to the (postsecondary institution), the profile sheet will be sent to the Office of the Registrar and will become part of the student's permanent college file.
4. The profile will be examined by the (designated person at the post secondary institution) for determination of advanced placement/standing in a program/course.
5. The process agreed upon by the sending and receiving institutions to grant advanced placement/standing will be followed.

A. ADVANCED PLACEMENT:

Students may have attained competencies that provide the opportunity for "advanced placement" in a course, enabling them to be placed at an advanced point in a course, but may not have attained all of the competencies required for receiving postsecondary articulated credit for a course.

The purpose of this Agreement is to establish a formal procedure for the articulation of competencies: (Advanced placement)

Compentencies (Secondary) [Attach or identify]	Competencies (Postsecondary) [Identify Course]	Contact Hours Satisfied
____________	__________________	_____________
____________		
____________	__________________	_____________
____________		

B. ADVANCED STANDING:

(Attainment of competencies in the high school program will enable some students to articulate into a postsecondary program with "advanced standing" and receive postsecondary credit.)

The purpose of this Agreement is to identify the equivalent secondary and postsecondary course(s) for articulation:

Secondary Course(s)	Postsecondary Course(s) and/or Program	Articulated Credit
____________________	____________________	________sem. hrs.
____________________	____________________	________sem. hrs.

(If a secondary course can be articulated into more than one postsecondary program, list all programs for which the credit is applicable i.e. a high school health occupations course may be articulated into several different postsecondary health occupations programs)

2. Criteria for Participation in _________________________(Occupational Specific) Program.

Individuals seeking articulated credit must:

a. Follow the application process for receiving advanced placement/standing.

b. Meet program specific or occupational specific requirements required for admission (Attach).

c. Other conditions as specified:

3. Level of Competency Attainment

(Occupational areas may have program specific requirements. If so, identify them here.)

SELECT YOUR OWN SCALE/NUMBERING SYSTEM. Some SAMPLES may be:

A. For each course articulated under this Agreement, the student must complete the (secondary) course with a grade of _____ or better.

OR

B. The following system for assessing competencies will be utilized:
(These should be highly explicit and adopted by both institutions)

4
- Highly proficient; can complete competency quickly and accurately; OR
- Prepared to perform competency independently; OR
- Received supervised experience in performing competency in clinical setting; OR
- Has completed competency _____ number of times.

3
- Competent; meets entry level requirements; OR
- Prepared to perform competency with job-entry supervision; OR
- Received theoretical knowledge and participated in real or simulated experiences; OR
- Has completed competency _____ number of times.

2
- Partially proficient, needs assistance with difficult parts; OR
- Prepared to perform competency with close supervision; OR
- Acquired theoretical knowledge with limited opportunity to practice; OR
- Has completed competency ____ number of times.

1
- Limited competency; needs continual supervision; OR
- Not prepared to perform competency; OR
- Acquired no theoretical knowledge of competency; OR
- Has completed competency ____ number of times.

NOTE: NO testing of students at the postsecondary level to validate competency attainment is acceptable.

Both institutions should identify and agree upon the competency attainment level necessary to receive advanced placement/standing in the postsecondary program.

4. Guarantee of Seat in Program

Statement regarding guarantee/no guarantee for student to be accepted into postsecondary program and any conditions in this guarantee (i.e. space available, if apply by certain date, and so forth).

5. Review Committee

Periodic review of the program competencies, articulation process and procedures will be made by representatives from the ______________________________ school district and postsecondary institution.

APPROVAL

______________________________	______________________________
(Signature of Superintendent/Designee	(Signature of Authorized Personnel)
(School District)	(Postsecondary Institution)
____________ (Date)	____________ (Date)

CHAPTER V - Insert For Model Programs

Agricultural Education	**AG-1**	**to**	**AG-84**
Business Education	**BE-1**	**to**	**BE-68**
Health Occupations Education	**HO-1**	**to**	**HO-194**
Home Economics Education	**HE-1**	**to**	**HE-150**
Industrial Education	**IE-1**	**to**	**IE-68**
Marketing Education	**ME-1**	**to**	**ME-136**

Please Insert Specific Programs for each Vocational Service Area Here

CHAPTER VI - Advisory Council(s)

> *"It may come as a rude shock to some educators, but the fact is that the jobs are made by industry not the schools. Too many educators isolate themselves in the classrooms and school shops and teach as they believe a subject should be taught with no consideration of industry, its changes, or its needs for training in new unit designs. Educators too often develop a 'know-it all' attitude and as a result, do not communicate with industry. Also, there are those who are afraid industry will find out just how much they don't know about the subject. The very idea 'that more selling needs to be done to industry so they will welcome our graduates as new employees' is absurd. If the school keeps in step with industry's needs, then industry will be waiting with open arms for all the graduates that education can produce."*
>
> Reprinted from the American Vocational Journal

This chapter contains information and suggestions designed to assist the school administrator and instructor to effectively and efficiently organize and continue to work with a local advisory council for the purpose of providing the best and most up-to-date instruction possible.

Types of Councils

Advisory councils are organized and meet at frequent intervals for the purpose of assisting educators in providing quality, up-to-date, and relevant vocational instruction. Two types of councils, general and program advisory councils, assist education agencies in secondary schools and community colleges.

The Code of Iowa, Section 258.9 states that institutions receiving federal or state vocational education funds shall, as a condition of approval by the State Board, appoint a local advisory council composed of public members with emphasis on persons representing business, agriculture, industry, and labor. The State Board shall adopt rules requiring that the membership of local advisory councils fairly represent each gender and minorities residing in the school district. Members of an advisory council shall serve without compensation.

General (or Overall) Advisory Council: The purpose of this single overall council is to assist the local school administration in its effort to coordinate all vocational programs. The concerns of the general council are more global and address such matters as community labor demand in general occupational areas as well as specific occupations. They recommend new offerings which should be provided in addition to the existing program offerings. These councils use the findings and recommendations of the program councils in their deliberations. These councils usually make policy recommendations to the local school administration based on identified unmet needs who in turn may pass those recommendations on to the local boards of education. This council may consist of program advisory council members, other interested parties representing the community, or any combination of these two groups.

Program (or Occupational Specific) Advisory Council(s): The purpose of these councils is to assist the local school administration, board, and instructor in their efforts to plan, develop, evaluate, and keep contemporary a single vocational program.

Responsibilities

General Responsibilities and Composition of Local Advisory Councils: The purpose of both the general and program councils at the local level is to assure continual relevance and updating of vocational programs. Expert advice developed in dialogue among council members representing employers, employees, and the general public can contribute to program relevance and updating when this advice is conveyed to those in the educational system and the community through deliberations focusing on common needs and goals. Activities in which councils are typically involved include advising on:

- needs for pre-employment instruction;
- career planning;
- career orientation;
- personal development;
- vocational placement;
- curricula planning for occupational preparation;
- sources of resource persons of presenters;
- projects or activities used to teach a body of knowledge;
- identification of sources of teaching materials and equipment.

Educator Attitudes Toward Councils: The attitude of the instructor and/or administration towards the council is a major determiner of the degree of benefit that will be accrued from council deliberations. The school staff, administrators, and board members should view advisory councils and their members as a valuable resource of community volunteers who are dedicated to cooperating in the provision of high quality programming.

Council members should be viewed as contributors to successful and contemporary education operations. Keeping with this philosophy, educators should observe a number of principles in establishing and working on a continuing basis with the councils.

Memberships

General (Overall) Advisory Council: Due to its role of advising the school administration on the overall direction for vocational programming, the membership background of the council must be sufficiently broad so that the best thinking of the community results. For this reason, the size of the council seldom numbers less than 10 members and often includes up to 20 persons. Rarely do members of the program councils serve on the overall council.

Due to the visionary role of the overall council, the backgrounds of the members should represent, as nearly as possible, all facets of the employment community; in addition, there should be members who represent those sectors which have concerns about the human development of the individual and economic development of the community. Usually the number of employees serving on this type of council are fewer in number than employers. It is required that representatives on this council include the sectors of business, industry, labor, and agriculture and fairly represent each gender and minority. The majority of members of the general or overall councils are persons who are knowledgeable about various employment trends. The membership of the general advisory council may include representatives from social service agencies, various activist ethnic groups, employment agencies, federally funded employment and training efforts in the area, and the like. Membership of the council should be reviewed to assure membership is gender balanced.

Program Advisory Council: Vocational educators have found that effective program councils seldom have fewer than five (5) members nor more than 15 members. The Code of Iowa, Section 258.9, is intended to cover the general, overall council. Institutions utilizing program councils should make every effort to get fair gender representations, but require the balance of gender on the general advisory council. If there is only one council as both a general advisory council and the program advisory council, then the gender composition must be balanced.

Nominations and Appointment: Although nominations are welcome from any source, the membership of a council will most likely be nominated by the instructor, appointed by administration, and acknowledged by the board of education. After the council has been operational and when changes in membership are necessary, recommendations for replacement members should be solicited from the council.

In the case of the initial appointment of an advisory council, usually one-third (one or two years) program of activities and each meeting should be preceded by the mailing of an agenda which is keyed to the program of activities.

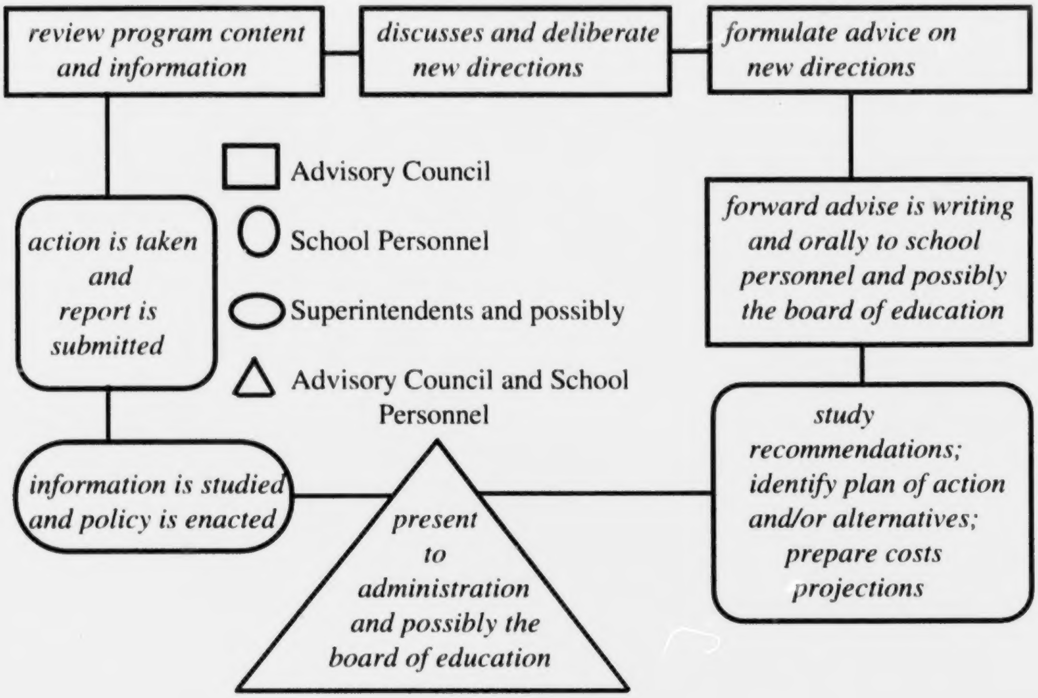
Vocational educators agree that practicing professional educators should not serve as advisory council members. Philosophically, this is counter productive because it creates a situation whereby educators are advising educators. The purpose of an advisory council is to broaden the base of community involvement in the education enterprise.

The candidate lists for membership of vocational program advisory councils are usually assembled by the vocational instructor. Where a program council exists, the instructor should request that the present membership suggest names of candidates to fill future vacancies on the council. When the candidate lists are assembled, the instructor should review it with the appropriate administrator, who will express his/her preference. The instructor should then contact the preferred candidates to ascertain their interest in and ability to serve on the council.

The appointment of members (new or replacement) should be made by official action of the school chief administrator and, in some cases, the governing board. Doing so gives stature and recognition to the individual and impresses him/her with the importance of council membership.

The appointment of a council member to two three-year terms seems to be a common practice. Rarely does a council member serve more than six years, since this limits the opportunity for expanding the community's base of knowledge about the program.

Organizing For Effective Council Operations: Beyond the bringing together of agriculture, business, industry, labor, and the general public, the vocational program advisory council and vocational general advisory council have as their main responsibility that of reviewing current program content, competency validation, operations, and making recommendations of needed program changes. The school personnel, in turn, will take the recommendations under advisement and will put into action those recommendations for change approach by the administration and governing board. Following is a diagram illustrating a model sequence of events:


review program content and information
discusses and deliberate new directions
formulate advice on new directions
forward advise is writing and orally to school personnel and possibly the board of education
study recommendations; identify plan of action and/or alternatives; prepare costs projections
present to administration and possibly the board of education
information is studied and policy is enacted
action is taken and report is submitted
Advisory Council
School Personnel
Superintendents and possibly
Advisory Council and School Personnel

While the illustration may be too structured for some program council operations, it is presented to illustrate the point that the council efforts should be treated in a serious manner by those involved in the day-to-day education operations and by board members.

Orientation of Council Membership: The school administration should acquaint all councils with the total education program of the school, and more specifically, the breadth and scope of the vocational program and how the specific mission of the school system attempts to fulfill these goals with the local education program. Time should be spent discussing how the system or school attempts to meet the individual needs, interests, aptitudes, and abilities of the student with specific reference to the role of the vocational program. It should be made clear to the council members that the school's role in human development is to help the individual develop his/her talents and abilities to the maximum level possible. Many students, for numerous reasons, will be able to develop their aptitudes and abilities to the highest level in a vocational program while developing competencies which will help them secure employment.

The council should be exposed to the concepts of its role as it relates to the role of the instructor, administrators, and the board of education. The council should be given every respect as a group of lay experts from the community assembled for the purpose of suggesting ways in which the vocational program can be improved. The results of the council's deliberations should be conveyed to the appropriate level in the school operation. Because of their commitment of expertise and time, the council is due the courtesy of a response either signifying action or reasons for non-implementation.

Orientation

Resource Information For the Council: Many who have worked effectively with local advisory councils have found that providing the members with a handbook is an effective tool in gaining greater involvement of the members. This gives them a condensed summary of pertinent information to use as a reference in their work. The contents of the handbook usually include:

- program competencies;
- program curriculum;
- inventory of major instructional equipment;
- equipment status studies;
- program budget;
- table of organization of the school district;
- space for the two or three year "program of activities" of the council;
- space for a calendar of council meeting dates (sometimes enfolded in the program of activities);
- directory of the membership of the governing board;
- space for council minutes;
- space for advisory reports of the council and the responses from the school personnel;
- space for "others."

A review of the contents of the handbook during the orientation is useful in providing the new council members with the "big picture" of the current status of the vocational program.

Such information will allow the council member to study information pertinent to the program and may reduce future council meeting time spent on the review of background information.

Officers and Members

When a new council is formed, a professional educator usually facilitates the first meeting and acts as a temporary chairperson for the purpose of electing a chairperson from the membership of the council.

Chairperson Responsibilities: The chairperson of the council has specific responsibilities of which the following are generally considered to be most important.

1. Preside over meetings.

2. Representing the council at official functions and meetings.

3. Encouraging participation at meetings by being the discussion or conference leader, and setting the tone and conduct of the council.

4. Assigning council positions with the advice and consent of the council.

5. Understanding the council's role.

6. Organizing and appointing work committees within the council with the advice and consent of council members.

7. Assisting in identifying the council goals, objectives, agendas, calendar and dates in conjunction with council members, instructors, and school administration.

The chairperson is only as effective as the council members. The members also have accepted responsibilities to assure the council performs the needed advisory activities.

Member Responsibilities: The active involvement of members at each meeting tends to encourage their attendance and participation. The greater the attendance and participation, the greater potential for constructive and practical ideas for program improvement. Council participation is based on organization before each meeting by the chairperson and the staff support person from the school. Council members themselves have responsibilities of which they should be aware when they accept appointment to the council. These include:

1. Attending meetings whenever possible, fully understanding the intent of the meeting

2. Suggesting agenda items and developing those items before the council meeting, including researching the items.

3. Helping the council set its goals, objectives, agendas, calendar, and meeting dates.

4. Familiarizing themselves with the educational system: its organization, its governance, its finances, and how the vocational program(s) fits into the educational system.

5. Abstaining when a conflict of interest is possible, whether political, personal, or with some other self-benefiting activity.

6. Representing the council at official functions and meetings.

7. Taking action on council activities and documents

8. Accepting council committee appointments.

Organization

Council Program of Activities: Community representatives who volunteer their time and knowledge to serve on an advisory council expect to be asked to deal with substantive issues. Secondly, they also expect to receive suggestions and participate in the determination of the program of activities in which they will be involved. Thirdly, they expect that the educators who provide staff support for the council operations will work with the chairperson of the council to have arrangements made for the orderly and efficient conduct of meetings so that unnecessary amounts of time are not spent at meetings due to inefficient operational procedures. Therefore, each council should have a long range (one or two years) program of activities and each meeting should be preceded by the mailing of an agenda which is keyed to the program of activities.

The program of activities is a listing of issues with which the council will deal in the future. Often the council and educators, working cooperatively, make a best estimate of the amount of time that might be required to deal with each issue so that projected meeting dates are attached to each item contained in the program of activities. Some items often found on the long range program of activities for a council are:

- review program competencies;
- review curriculum content included in the program;
- review teaching projects or activities used to build competency;
- review equipment, tools, supplies, and materials available for instruction;
- review the program budget;
- review vocationally oriented guidance (career awareness and exploration) opportunities;
- review opportunities for technical upgrading of teaching staff;
- review recruitment and placement procedures;
- identify supplemental education needs; and
- others.

Agenda: The council meeting is a precious piece of time during which the instructor/administrator must get as much information from the council members as possible; therefore, considerable planning should be utilized before a meeting is called and held. The following suggestions might help make the council meetings more productive and informative for members and staff alike.

The following is suggested for the council: Hold at least semi-annual meetings to discuss the condition of the program. Three or four meetings per year may be needed if conditions require. Do not hold a meeting without well identified and defined issues and needs. It is suggested that the agenda for each meeting contains time for a report on a major item or concern of the vocational (general or program) advisory council.

The agenda for each council meeting should be mailed well in advance of each meeting (two weeks is recommended) as a reminder to the members of the meeting. Necessary "back-up" or study materials relating to the agenda items should be included with the agenda or referenced to the council handbook. Some believe that phone call reminders several days before the meeting are helpful in increasing attendance. Having students complete this task will (1) impress the council members, and (2) help develop the student's self-confidence.

The final responsibility for the approval of the agenda rests with the chairperson, although, the school staff support person works with the chairperson in the preparation of the agenda.

A meeting environment which is informal invites all members to contribute to discussion. Seating for the council meeting should be arranged in a circular or rectangular fashion. This configuration promotes a psychological encouragement to participate in discussion.

Last, but not least, stick to the agenda. If sidetracked, valuable time and energy will be lost resulting in bored members and may result in poor attendance in the future.

A record of each council meeting should be kept. Immediately following the meeting the minutes should be developed, typed, and duplicated for distribution to the members.

Council Support

Services: In order for a council to function effectively, a certain amount of preparatory work is necessary to set a constructive and efficient atmosphere for council involvement. Throughout this chapter are suggestions for techniques and devices which, on the surface, may appear to involve substantial time, but in fact, do not require a large amount of effort. All of these, when executed, will pay sizable dividends in program quality in the future. The more important of the suggested processes include:

1. The appointment of council members by administration and in some cases the board;
2. Developing a council handbook;
3. Involving the council in developing a program of activities;
4. Developing a draft agenda and reviewing it with the council chairperson prior to mailing it in advance of the meeting;
5. Recording council deliberations; and
6. Preparing and distributing minutes to establish a public record of council efforts.

The person most knowledgeable about school/program operations is likely to be the instructor and/or program administrator. As a result, the council members will look to them to provide suggestions for council operations.

The school representative should be considered a resource person and should provide staff support for the chairperson. The school representative must realize that he/she should not be considered a regular member of the council and should not serve as chairperson.

Specific action which school personnel should take includes the identification of potential issues and topics to be considered by the council for its program of activities. The school personnel should conduct themselves in a manner that the council considers them the best resource for back-up information on matters to be studied by the council.

To reiterate, the responsibilities of the school representative include functioning as a resource person to the chairperson and council members. As assistant to the chairperson, he/she develops suggested substantive goals and objectives for the council's program of activities. These suggestions for council operations should be challenging to the members, but not overwhelming.

The school representative also functions as a clerk to the chairperson. This requires the taking, preparing, and distribution of council minutes, mailing meeting notices, and general information. The school representative should also assist the chairperson in the preparation of proposed council agendas and program of work.

Recognition

It only seems reasonable that the school systems which have the benefit of the expert advice from community volunteers who serve on vocational advisory councils should provide some visible symbols of expression of appreciation for the valuable services that have been rendered. These symbols of appreciation are presented in many forms. As many of the following as possible should be used to say "thanks."

1. At the beginning of each term of service, present the council members with framed certificates of membership which can be displayed in their workplace or home.
2. Use member names to identify major comments in minutes.
3. At meetings, verbally recognize member contributions.
4. At meetings, report on the adoption of committee recommendations.
5. Send personal letters to council members in recognition of their advice and recommendations.
6. Invite members to visit the program to observe the implementation of their recommendations.
7. Invite members to attend events, such as, a ground-breaking, local vocational association meetings, etc.
8. Introduce members at other vocational education meetings.
9. During a dinner at the end of the school year, present a certificate of appreciation, signed by the school board president, to members who are leaving the council.
10. Following each council meeting, send a brief news release, with pictures if possible, to the local newspaper. The news release should contain a summary of issues discussed and conclusions reached.
11. During the annual program or school open house (preferably during national Vocational Education Week in February have a brochure printed listing the council membership and objectives and activities of the program.

12. Hang a framed picture of the council in the classroom, identifying the name and purpose of the group.

13. Have the council's picture included in the school yearbook along with that of the students in the program.

14. Others.

Summary

Vocational instructors who effectively manage their laboratory and classroom instructional activities generally begin planning for their next year of instruction midway through the current year.

Because of the openness of the educators, the council members analyze the conditions from an unbiased and objective point of view and formulate recommendations for the purpose of keeping instruction contemporary. School personnel acknowledge this advice and implement the recommendations to the greatest extent possible. The extensive involvement of the community results in mutual respect between the educators, the community, and an improved educational program for the students.

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CHAPTER VII -Integrating Academic & Vocational Education

Introduction

The increasingly technical nature of our society has heightened the need for a skilled work force effective in using new forms of technology. But success in today's workplace requires more than the ability to adjust rapidly to changing technologies. It also requires the possession of solid academic competencies.

The integration of academic and vocational education is an educational reform supported by the policy makers of the 1990 Carl Perkins Amendments, which require that federal money be spent on programs that "integrate academic and vocational education. . . through coherent sequences of courses, so that students achieve both academic and occupational competencies" (section 235). Also, subrule 12.5 of the Iowa Vocational Education Standards and Requirements, calls for vocational education programs, that along with many other requirements, "shall reinforce basic academic skills."

WHAT IS INTEGRATION?

Integration of academic and vocational education is defined in many ways using many terms. Interdisciplinary education, applied basics, applied academics—all have been used to describe the idea. Basically, integration is a rather broad concept which entails the blending together of concepts, principles, and content from academic disciplines (e.g. English, mathematics, science) with context, applications, and/or skills from vocational area (i.e., industrial education; agriculture; home economics; business/office; marketing; health occupations).

Due to the separation between "vocational" and "academic" education which has existed and grown over the years, there is confusion over exactly what integration is and represents. It has been viewed essentially as a curriculum issue and a teaching issue. To this point, the field has treated it primarily as a curriculum issue and has responded by developing or modifying curricula. Both issues must be addressed to accomplish the goals of integration.

The two ways integration has been sighted are: 1. integration of programs or curricular content, 2. integration of personnel. It should be noted that in each of these, integration can occur by one of three means: 1. vocational education into general education, 2. general education into vocational education, or 3. general education and vocational education integrated simultaneously into both delivery systems. Thus, the integration of vocational and academic education offers an opportunity to bridge the gap between academic and vocational education by providing a holistic approach to the educational system.

New Basic Skills Defined

Basic skills are often defined as skills that were once referred to as the academic skills of reading, writing, and arithmetic. However, studies conducted during the last decade have focused on a broader definition of basic skills. The lack of these "new basic skills" has been associated with America's decline in maintaining a competitive edge.

As part of the U.S. Department of Education project that funded the development of curriculum, an extensive literature review was completed: Integrating Basic Skills into Vocational Teacher Education Curricula: Review of Literature, (Gloeckner, G., Cobb, B., Love, C., & Grant, B.). One goal of the literature review was to provide an operational definition of the "new basic skills" for vocational teacher education. The authors sought to answer the question, *What knowledge and principles in liberal arts and occupational skill training help lead to success in work, family and education*? The literature supported ten categories of new basic skills. In curriculum, the new basic skills are defined as the knowledge and skills associated with these ten categories:

1. Learn to Learn
2. Reading, Writing, and Mathematics
3. Communication
4. Adaptability (creative and critical thinking and problem solving)
5. Personal Management (self-esteem, goal setting/motivation, and personal/career development)
6. Group Effectiveness (interpersonal skills, negotiation, and teamwork)
7. Influence (organizational effectiveness and leadership)
8. Technology
9. Science
10. Home/Family Management and Relationships

Models of Integration

Because there are varying purposes, goals and desired outcomes for integrating academic and vocational education, various innovations and practices are being initiated in secondary and postsecondary institutions across the United States. These models have many variations and suggest new ways for educators to think about integration and about practices that can best help them meet the challenges of reform. A brief description of the secondary and postsecondary models, along with their respective benefits and limitations, is provided here:

Models for Secondary Integration

1. Incorporating more academic content in vocational courses

This approach involves vocational teachers in modifying vocational courses to include more academic content. Benefits include the potential of increasing the academic capacities of students to meet the technical requirements of business, ease of adoption, and limited additional expense. However, this model does not eliminate the segregation of vocational and academic courses, teachers, or students nor does it affect the academic or general tracks.

2. Collaborating of vocational and academic instructors to enhance academic competencies in vocational programs

In this model academic instructors cooperate with vocational instructors in curriculum development and/or teaching to include more academic content in either vocational courses or related applied courses. Benefits include the presence of academic instructors within a vocational program to highlight the importance of academic material and to supportive services to various students. Another benefit is that this model allows for team teaching which can give an added dimension to student learning. A limitation of this model is that it requires resources to fund such programs. It also continues to segregate students in vocational or academic tracks and offers some students a relatively low level of academic skills. Scheduling time for instructor collaborating is also a major limitation.

3. Making academic courses more vocational relevant

This model involves academic instructors in modifying courses or adopting new courses to include more vocational content, (for example, adopting applied academics). Benefits of this model are that off-the-shelf curriculum materials are available and a coherent sequencing of courses is possible. Limitations of this model are that it changes academic courses but does impact vocational programs, nor does it encourage cooperation between vocational and academic instructors.

4. Aligning Curriculum: Modifying both vocational and academic courses

This approach is designed to change the content of both vocational and academic courses and to consider the sequence of courses rather than viewing courses as individual and independent offerings. It requires cooperation between academic and vocational instructors and fosters team efforts. Benefits of this model are its flexibility, low costs, and potential for coordinating existing instructors and courses rather than requiring new high school configurations. It is an attempt to create a coherent sequence of courses for vocational education students rather than modifying existing individual courses that are independent of each other. A limitation is the time needed for academic and vocational instructors for planning and modifying the courses to fit the sequence.

5. Using the senior project as a form of integration

This approach involves both academic and vocational instructors in organizing curriculum around student projects. Schools which have instituted senior projects often require a research paper, a physical project, and an oral presentation. Such projects force students to integrate their learning from different courses, including the capacities learned in vocationally oriented workshops. The collaboration of instructors in developing new courses or modifying content is the primary benefit. Limitations are that several schools with senior projects have found it necessary to revise their curricula in order to better prepare students for independent study during their senior year, and to provide staff development for instructors who will be working with the students on independent study.

6. Developing an "Academy"

In this model, the "academy" is often referred to as the interdisciplinary approach or the "school-within-a-school" concept. Four instructors typically collaborate and team teach in math, English, science, and the vocational service area. Each group of students studies these subjects with the same team of instructors for two or three years in the Academy and takes all other subjects in the regular high school. Benefits are close relationships between instructors and students, smaller class size, instructor commitment to the Academy model, and connections with firms who are linked with the program, providing students with additional motivation, mentors, and internships. This approach is especially helpful to members of special populations who may need special supportive services. This model offers substantial opportunity for both horizontal and vertical alignment as instructors can coordinate the topics they teach and adjust the sequence of topics over time. Limitations are that students are frequently segregated in the same ways evidenced through tracking, the process is costly, and it requires restructuring.

7. Organizing occupational and magnet schools

Occupational high schools have been relatively successful at integrating vocational and academic education, particular when instructors keep in mind the goals of the school and the ambitions of the students. The benefits of having occupational high schools include the potential alignment of all courses with emphasis on specific occupational areas and opportunity for academic and vocational instructors to collaborate.

8. Clustering occupational "career paths," and occupational majors

Occupational clusters can be used within both comprehensive high schools and specialized vocational schools. Instructors usually belong to occupational clusters rather than conventional academic or vocational departments, thus facilitating collaboration. Benefits include the creation of coherent sequences of courses that encourage students to think about occupational early in their high school careers and bringing together of students from very different backgrounds and with varied ambitions. The career paths offer opportunities for contact with potential employers and with educators at postsecondary institutions. A limitation of this model is that it requires a school with a well-developed vocational program that provides substantial offerings in each of the occupational clusters.

The appropriate model for each district, school, and area must be determined after considering existing programs, local labor markets, and student needs.

Integration at the Postsecondary Level

Postsecondary vocational programs are usually integrated by design: that is, most institutions outline programs of study for Associate degree programs (and even shorter certificate and diploma programs) which incorporate both a coherent sequence of vocational courses and related academic courses. In that sense the entire program may be integrated—though individual courses are independent of other courses. Seven different approaches or models of integration have been identified:

1. General education requirements

The majority of institutions have general education requirements for students enrolled in Associate degree programs. Most of these use a "menu-driven" approach where students choose from a menu of general education courses without any assurance that the courses chosen are related in any way to the student's occupational area. This approach places all the burden on students for making connections among the content of the various courses. Some colleges make recommendations to students about which general education courses they should take, depending on their occupational area.

2. Applied academics courses

The second most common approach has been the development of applied academics courses such as technical math, technical writing, business math, business communications, etc. In all cases, there is an attempt to mold the academic content to occupational areas. The level of occupational specificity varies. For example, some colleges offer a course such as technical math for all students in all occupational areas; on the other hand, courses for specific occupational areas (applied math for nurses) are offered. Most often an academic instructor teaches these applied courses, rather than a vocational instructor. There are relatively few examples of team teaching in community colleges, though there may be collaboration in the development of curricula. The parallels between applied academics courses at the secondary and the postsecondary levels are strong, except that postsecondary courses are generally locally developed, rather than developed by a national consortium or a state.

3. Expanded vocational courses

Applied academics courses introduce occupational applications into academic subjects, while expanded vocational courses include more "academic" material in the vocational courses. There are only a few examples of this practice; the most common is the development of units on ethical issues for courses in industrial engineering, mechanical engineering, and business courses.

4. Cross-curriculum efforts

A number of colleges have established "writing across the curriculum" programs, encouraging instructors in all areas to include more writing. A few colleges have adopted "communications across the curriculum," and others have developed "math" and "reading across the curriculum." Because the subjects of these cross-curriculum efforts are all "academic," they present another way of incorporating more academic content into vocational programs, which may be supported by the colleges through workshops, curriculum materials, and examples. Participation in such cross-curriculum efforts is usually voluntary, but some individual colleges have made it mandatory.

5. Tandem courses

Colleges may develop courses designed to be taken at the same time. For example, a college paired an Introduction to Human Services and a specific writing course oriented to the needs and concerns of those in the human services program. Other examples of correlated courses, include a drafting course incorporating study skills, and a social science course entitled, "Cultural and Racial Issues in the U.S." paired with "Introduction to Fiction" exploring many of the same issues.

6. Cross-disciplinary and hybrid courses

A number of institutions have developed individual courses that combine an "academic" subject with occupationally-oriented issues. Examples included courses about the literature of work, one entitled "Working in America"; and another "Science and Technology as Themes of Literature"; courses with titles like "Society and Technical Change, History of Technology," and "Technology and Human Values"; and courses like "Ethical Dilemmas in Modern Society" that include ethical issues in the workplace and those caused by technical advances. While they may look like the kinds of courses that would belong in a general education program, effort has been made in these hybrid courses to make them especially relevant to occupational students. Some hybrid courses have been funded with external resources, often from the National Endowment of Humanities.

7. **Vocationally-oriented remedial programs**

A final approach has been the development of remedial (or developmental) programs that use vocational content to teach basic reading, writing, and math, (in contrast, conventional remedial or developmental courses are completely unrelated to both the vocational and academic courses which presumably follow them). A general introduction to modern technology and technical processes may be used to teach basic skills; another provides remediation in a health-related program. These are interesting for several reasons: they are efforts to combat the lack of interest in conventional remediation programs which have very high dropout rates; and they can be interpreted as efforts to "contextualize" basic skills instruction, an approach which is widely thought to be more effective than conventional teaching.

There are many models for integration at the postsecondary level. The use of model number one general education requirements and model two applied academics courses seem to be the integration models commonly used at the postsecondary level. However, those models do not appear to be ideal forms of integration.

Potential Outcomes of Integration

There are many assumptions about what benefits will accrue from integrating vocational and academic instruction. Some of these assumptions are:

- Student academic achievement will be improved
- Students will be more motivated and attentive
- Students will remain in school until graduation
- Disadvantaged students will show significant improvement in student performance
- Graduates will be better equipped for the work force

While it is still early and evidence concerning outcomes is incomplete, what is available gives cause for optimism. Significant gains in student academic achievement have been reported by the Southern Regional Education Board Schools through their consortium activities, as listed in their publication, "Making High Schools Work Through Integration of Academic and Vocational Education."

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Planning For Integration

For integration to be truly effective, to be more than a short term response to a state or federal requirement, people must believe in the concept of integration and be motivated to implement various models.

Planning for integration requires three basic resources: people, time, and materials.

People: Staff representing the disciplines to be integrated will probably be responsible for planning the activity. Deciding who should be involved in planning an innovation such as this is a difficult proposition, at best. Obviously, persons planning an integrated activity should buy into the concept. Therefore, voluntary participation has proved workable. If feasible, some schools offer small stipends or extra preparation time as incentives.

Time: Initial planning must occur well before the activity (a new course, for example) is to begin. Typically, staff are paid to develop courses. This initial time investment must be followed, however, with added preparation time once the course is initiated. Collaborative relationships between vocational and academic instructors must be initiated and maintained in order for meaningful integration to occur.

Materials: In order for different disciplines to be integrated, common content, or theory and application, must be properly combined. Working together, through the collaborative approach, instructors with expertise in different areas can select the appropriate instructional and resource materials, such as textbooks, learning activity packets, and curriculum guides.

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Illinois State Board of Education, SETTING THE STAGE: A Practioner's Guide to Integrating Vocational and Academic Education,' Department of Vocational and Technical Education, College of Education, University of Illinois, Urbana-Champaign, July, 1991.

Lankard, Bettine A., Integrating Academic and Vocational Education Strategies for Implementation, ERIC Clearinghouse on Adult, Career, and Vocational Education, Ohio State University, Columbus, Ohio, 1992 (EDO-CE-92-120)

Grubb, Norton, W., and Stasz, Cathy, Assessing The Integration of Academics and Vocational Education: Methods and Questions, U.S. Department of Education, 1991

Bottoms, Gene, Presson, Alice, and Johnson, Mary, MAKING HIGH SCHOOLS WORK: Through Integration of Academic and Vocational Education, Southern Regional Education Board, Atlanta, Georgia, 1992

Gloeckner, Gene W., and Love, Cathleen T., Integrating Basic Skills Into Vocational Teacher Education Curricula, School of Occupational and Educational Studies, Colorado State University, Fort Collins, Colorado, 1992

Resources For Integration Materials

Agency for Instructional Technology
Box A
Bloomington, IN 47402-0120
1-800-457-4509
(812) 339-2203

American Vocational Association
1410 King Street
Alexandria, VA 22314
1-800-826-9972

Center for Occupational Research and Development
P.O. Box 21689
Waco, TX 76702-1689
1-800-231-3015
Fax (817) 775-3906

National Assessment of Educational Services
Educational Testing Service
Rosedale Road
Princeton, NJ 08541
1-800-551-1230

New Designs for the Comprehensive High School
R350 VoTech Building
1954 Buford Avenue
St. Paul, MN 55108
(612) 624-1705
Fax (612) 625-6277

CHAPTER VIII - Special Populations

Overview of Special Populations

It is expected that students who are members of special populations will increase their enrollment in vocational educational programs for the rest of this decade and on into the 21st century. The challenge for vocational instructors, administrators, and counselors will be to provide students the maximum opportunity to reach their potential in the most integrated environment possible. This challenge can be helped by providing students with the support services necessary to meet their needs.

A resource guide, The Support Services Guide for Special Populations, was designed to help vocational educators work with the variety of special populations entering vocational programs. No single resource guide can answer all the questions that face educators today, but this guide was designed to help instructors by providing examples of methods that have been used and work with special populations. It is hoped that this guide will not only provide solutions to problems that instructors face, but also become a catalyst for additional ideas to address needs in the classroom.

Assessment

One of the first challenges that face vocational instructors is how to identify those students who need support services and in what areas they need assistance. Not all students are readily identifiable as students with difficulties. Determining which students have special needs is not easy and may take considerable time before their needs become apparent. The difficulty in determining students' barriers can be overcome if the students are assessed to determine where they need assistance.

Assessment can be helpful not only to help place the student in a program, but also to pinpoint areas where the student needs extra help. Armed with this information, the instructor can plan ahead and arrange tutors or curriculum modification for a particular student. Chapter four of the Support Services Guide covers the importance of assessment for students. Instructors not only need to determine where a student may face problems, but also what strategies are needed to help the student succeed in the vocational program.

Students may also be assessed to determine which learning styles work best with them. Instructors may want to use the exercises in Chapter four that indicate a student's favored learning style. Instructors can then consider making accommodations in their teaching style that may help students better understand and comprehend the material.

Special Populations Categories

There are several identifying characteristics of students who are members of special populations. Listed below are the major categories of special populations with brief descriptions in each category. For complete definitions of special populations, instructors will want to refer to Chapter one of the Support Services Guide or refer to the glossary in this Management Guide.

Definitions

Disabled

Includes individuals who are mentally disabled, hard of hearing, deaf, speech impaired, visually disabled, learning disabilities, or have other health impairments that do not allow them to be successful in their vocational education programs. This definition includes all special education students and non special education students who have a verifiable disability or are regarded as having an impairment.

Disadvantaged

Academically Disadvantaged — Includes individuals who score at or below the 25th percentile on a standardized achievement or aptitude test, who achieve grades below 2.0 on a 4.0 point scale, or fail to maintain minimal academic competencies (includes dropouts and potential dropouts). This term does not include individuals with learning disabilities.

Economically Disadvantaged — Includes individuals or their families who: are eligible for Food Stamp programs; qualify for Aid to Families with Dependent Children; are eligible for free and reduced school lunches; participate in JTPA programs; are considered low income by federal standards; are recipients of Pell Grant programs or other need based financial assistance. Migrants are often classified under disadvantaged or under LEP. This definition also includes foster children.

Limited English Proficient (LEP)

Includes individuals who were not born in the United States; whose native language is not English; or who grew up in environments where English had not significant impact and by reason there of, have difficulty speaking, reading, writing, or understanding the English language. Migrants are often classified under this category or under disadvantaged.

Non-Traditional

Includes individuals enrolled in vocational programs not traditional to their gender (e.g., males in office education, females in auto mechanics).

Criminal Offender

Includes individuals who are charged with, or convicted of any criminal offense.

The previous definitions are based on the Carl D. Perkins Vocational and Applied Technology Education Act of 1990.

Support Services For Special Populations

Vocational instructors for years have worked with students classified as special populations and have been very successful with these students. They have dedicated extra time, effort, and support to help these students complete their programs. Vocational programs have often been the most attractive educational programs for special populations because of the hands on application and the personal attention from instructors.

Vocational instructors, while not always identifying students by special population categories, have applied effective teaching practices depending on student's needs. They have applied extra help, patience, and understanding when working with students with special needs. If a student had a hearing disability, the instructor placed the student in an area that provided the best listening abilities. If a student had a visual problem, the instructor made sure that there was proper lightening where the student worked. Often, physically disabled students needed only minor modification of a desk or a chair to attend and participate in a vocational classroom.

Some students are helped by having academic prompts such as key words or concepts emphasized and underlined. Instructors may want to develop outlines of their material and pass them out to students. Instructors may want to use peer tutors to work with students who are having difficulty mastering the material. Schools may have special funds set up to help students who are economically disadvantaged and pay for needed materials and supplies. Vocational instructors have used a variety of media aids such as videos, films, transparencies, charts, diagrams, etc., to help students grasp the intricacies of what they are teaching. The important thing for instructors is to be aware of the variety of problems facing students and open to new ideas and accommodations to enrich their programs.

The challenge for many vocational instructors is to provide the least restrictive environment for students with special needs. Chapter eight of the Resource Guide is designed to provide instructors with a variety of classroom accommodations that can help when working with specific students. Vocational instructors will want to refer to this chapter over and over again for ideas and specific accommodations that work with students. This chapter will also act as a catalyst to help instructors think of new ideas and strategies to work with students.

Individual Education Plan (IEP)

Federal law requires that all special education students have an individual education plan (IEP) that lays out the course of study for each student. Vocational instructors need to become more involved in this process and help plan some students IEPs. There needs to be greater collaboration between the committee members who develop the IEP and the instructors who teach the student. Chapter five and six of the resource guide talk about the IEP process and the importance in developing a team approach. Most important, however, is for the vocational education instructor and the special education instructor to work together to plan the most effective teaching program to help a student.

Notification

The Perkins Act requires that each local educational agency provide students who are members of special populations and their parents information on vocational educational programs. This information must be provided one year before the students are available to enter the program, but no later than the ninth grade. Chapter two of the resource guide presents several methods that can be used to notify students and parents of vocational opportunities. This chapter will help schools design a plan for notification and recruitment of special populations into their vocational programs.

Additional Areas

There are many other areas that are covered in the resource guide. Additional chapters cover topics on confidentiality, working with other agencies, counseling and career development, transition, and evaluation. Every educational agency will receive a copy of the guide. The guide is packed with ideas, examples, and methods that can help the instructor make a difference with a student.

CHAPTER IX - Equity

Building Equity into Vocational Education

Responsibilities Under the Law

The State of Iowa has been recognized nationally for its leadership in addressing equity issues in public education. This is best exemplified by the inclusion within the Iowa School Standards (Chapter 256.11) of a standard requiring that all K-12 school curriculum be provided from a multicultural, nonsexist perspective. Not only does this apply to curricular practices, it also applies to school policy in all areas of education.

Other Federal and Iowa legislation support a nondiscriminatory approach. The following citations identify some of these laws:

Federal Law

a. Title VI of the Civil Rights Act of 1964 prohibits discrimination against students on the grounds of race, color or national origin in educational agencies receiving federal funds.

b. Title IX of the 1972 Education Amendments. prohibits discrimination on the basis of sex against students in educational programs within educational agencies which receive federal funds.

c. Title II of the Vocational Education Amendments of 1976 and the Carl D. Perkins Vocational and Applied Technology Act of 1990 prohibit discrimination on the basis of sex in vocational education programs.

d. Section 504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of handicap in any educational program receiving federal financial assistance.

Iowa Law

a. Chapter 280.3 - Uniform School Requirements - Iowa Code. This chapter prohibits discrimination on the basis of race, color, creed, sex, marital status or national origin in the public schools of Iowa. All components of the educational program are covered.

b. Iowa School Standards - requiring a multicultural, nonsexist approach to education.

c. Chapter 601A.9 - Civil Rights Commission - Iowa Code. This law prohibits discrimination on the basis of race, sex, national origin, creed, color, religion, disability and parental/family or marital status in educational programs in the state of Iowa. It includes admission and recruiting, intramural and interscholastic athletics, employment and all educational programs.

d. Chapter 280.4 Uniform School Requirements - Iowa Code. This section requires that bilingual or English as a Second Language programs be provided for students whose primary language is one other than English.

This quick review of the major pieces of legislation regarding equity in education reveals that Federal and State laws are overlapping in some areas. The primary message of these laws is that all education provided in Iowa is to be equally accessible to all students, regardless of any distinguishing characteristics.

What This Means For Vocational Education

Sex Equity

Within current federal legislation for vocational education, special funds are reserved to promote sex equity in vocational education and to provide programs to serve single parents, displaced homemakers and single pregnant women (often teen parents). Language directed toward sex equity in vocational education has been included in all vocational education legislation since 1976.

The reason for special attention to the issue of sex equity within vocational education is that in the past there has been a pattern of sex segregation, with only males taking some programs, only females taking others. In fact, until the passage of Title IX, many vocational education programs were offered only to one sex or the other (Remember when girls couldn't take "shop" and boys couldn't enroll in home economics?)

Today, no educational program can discriminate on the basis of sex. That means that vocational education teachers have a responsibility to review and revise how they present material to students, how they recruit students for their classes, and how they treat students in the learning environment to assure that there is no gender bias. Research at every level shows that teachers, regardless of their own sex, still continue to set different expectations (usually higher) for boys than they do for girls.

The outcomes of the lowered expectations for female students include reduced use of natural abilities, continued sex stereotyping (men are construction workers, women are secretaries), and a loss of skilled workers because female students have not been encouraged to participate in highly technical education to the same extent as male students.

Multicultural Equity

Clearly, the requirements of both the state and federal laws mean that vocational educators must also address access and equity for other underrepresented groups. Another section of this guide is directed to special populations. The recommendations there may apply to students who are of diverse race/ethnic background, non-English speaking, or students who are physically, mentally, or educationally disadvantaged.

The responsibility rests with the individual vocational education teacher to assure that students from diverse backgrounds are equal participants in vocational education programs. As in the case of sex equity, this may mean that a teacher must change how material is presented, how students are recruited, or how he or she interacts with students in the class.

Teacher Strategies Which Promote Equity for All Students

The following strategies may help vocational education teachers in providing multicultural, nonsexist educational instruction. They are based on a wide array of classroom research.

1. **Provide diverse role models in the classroom, at community sites, and on advisory councils and committees.**

   When students (and their parents) from underrepresented groups see that they are represented in each of these areas, they receive a message that the program is for them, too.

2. **Use direct and indirect methods for reducing anxieties of students who come to vocational labs and classrooms with less background and experience than others.**

   Because males and female students continue to be socialized in fairly traditional ways, often with females doing inside activities and males doing outside activities, females may come to a construction class with less knowledge about the use of tools, for example. The teacher has the responsibility to assess what additional assistance would help such students. Introductory units could be revised to cover the use of tools.

3. **Develop special direct and indirect support strategies for nontraditional students.**

   Research indicates that students enrolled in a program nontraditional for their sex or culture have a greater chance of success if there is a "critical mass" of similar students. An example of a critical mass would be 3 or 4 female students in a class of 20 students. When the number of students drops below that, the female students tend to experience a sense of isolation.

   Teachers can help provide necessary support by bringing into the class role models from the nontraditional group to demonstrate that women can be construction workers, men can be nurses, etc.

4. **Review and supplement texts for accurate, specific, balanced representation of ethnic diversity, the handicapped, and females.**

   Today's textbooks are expensive to replace. Where a textbook does not reflect diversity, the teacher should call attention to that fact and should supplement the text with material that includes diversity.

   Most Iowa schools have text and material selection policies which are intended to address this issue.

5. **Provide equitable quantity and quality of attention to all students.**

   Most teachers believe they treat all students equally. Undoubtedly that is their intent. But the research clearly shows that teachers, regardless of their sex, treat male and female students differently. This is also true for students who are ethnically diverse and students with disabilities.

   Examples of the different treatment include the following: calling on males more than females; giving boys more "wait" time when they are called on to give an answer; giving boys both more negative and more positive reinforcement; and encouraging independence in boys and dependence in girls.

   Staff development programs and materials are available to assist teachers in examining their own classroom practices. An example is the Gender/Ethnic Expectations and Student Achievement program. In this staff development program, teachers confront their own biases and learn classroom strategies which result in true equity of treatment.

6. **Infuse instruction with unbiased career information which includes the status of females, diverse ethnic/race groups, and disabled persons in vocational education and in fields of agriculture, business, home economics, industrial technology, marketing, and health occupations.**

   Information regarding these issues can be obtained from the U.S. Department of Labor. Where schools or community colleges have sex equity programs, the equity coordinator may also be a resource.

7. **Infuse instruction with content about the contributions and perspectives of diverse men and women in agriculture, business, home economics, industrial technology, marketing and health occupations.**

   The National Women's History Project has a resource catalog which may provide information about the contributions of women in these areas.

8. **Provide a multicultural, nonsexist climate through teacher example, expectation, and support, and through bulletin boards, integrated instructional groups, task assignments, and unbiased language.**

   Develop a resource bank of materials which reflect diversity. When students see these on bulletin boards, they receive a positive message about the contributions of **all** members of society.

   Research shows that when students self select, they often move into sex typed groups. Identify a variety of ways to form work groups which are more balanced.

   Invite an English teacher to class to discuss the issue of gender bias in language. (This also integrates vocational with academic education.)

9. **Interact with counselors, curriculum committees, and elementary teachers about the goals and content of the agriculture, business, home economics, marketing, industrial technology, and health occupations curricula.**

   Closer contact with counselors who work with students in course selection may result in both greater and more balanced enrollment in vocational education classes. Further, counselors need assistance from vocational educators regarding planning for careers.

   Outreach to elementary teachers may provide opportunities for vocational classes to do projects with elementary students. This activity could result in increased awareness of vocational education at the elementary level and in giving vocational education students community service experience.

   At a time when there is emphasis on integration of academic and vocational education, active involvement with curriculum committees regarding both vocational education and equity can be important.

10. **Monitor placements at community training and experience sites to discourage stereotyping and widen options and opportunities for all students.**

    Programs which utilize the cooperative method of instruction or programs which incorporate workplace learning often place males in traditionally male work and females in traditionally female work. Ask employers to consider diversity of placement. Assure that they support the nondiscrimination policies of the school, as required by law.

Organizations

Council of Chief State School Officers 202-393-1228
One Massachusetts Avenue, N.W., Suite 700
Washington, D.C. 20001-1431

Girls Incorporated National Resource Center 317-634-7546
441 W. Michigan Street
Indianapolis, Indiana 46402

Iowa Commission on the Status of Women 515-281-4461
Lucas State Office Building
Des Moines, Iowa 50319

National Clearinghouse on Women 212-725-1803
and Girls with Disabilities
114 E. 32nd Street
New York, New York 10016
National Coalition for Sex Equity 908-735-5045
in Education
One Redwood Drive
Clinton, New Jersey 08809

National Displaced Homemakers Network 202-467-6346
1625 K Street, N.W. Suite 300
Washington, D.C. 20006

Project on Equal Education (PEER) 212-925-6635
99 Hudson Street, 12th Floor
New York, New York 10013

Wider Opportunities for Women 202-638-3143
1325 B Street, N.W., Lower Level
Washington, D.C. 20005

Women's Bureau 816-426-6108
U.S. Department of Labor, Region VII
911 Walnut Street
Kansas City, Missouri 64106

For Additional Information, Contact:

Vocational Equity Consultant 515-281-8584
Iowa Department of Education
Grimes State Office Building
Des Moines, Iowa 50319

A collection of curriculum materials, program guides and videos relating to sex equity in education is housed at the following resource center:

Resource Center for Vocational Equity 515-683-5111
c/o Vicki Brown
Indian Hills Community College
Ottumwa, Iowa 52501

CHAPTER X - Resources and References

The following resources can be obtained by contacting the Bureau of Technical and Vocational Education.

Cooperative Vocational Education Handbook

This publication will provide assistance to the coordinator in the necessary components of offering a quality program which utilizes the cooperative method instruction. These include training station development, competency-based instruction in the work setting, training agreements, responsibilities of the teacher-coordinator and sample forms which were provided from schools and colleges throughout the state.

Entrepreneurship Infusion Guide

This publication will provide classroom instructors with instructional materials, activities, and a list of available resources to assist each vocational educator with the infusion of entrepreneurship into each vocational program area.

Legal Aspects When Placing Students In The World Of Work

This publication provides information on wage and hour laws, child labor laws, unemployment compensation and many other aspects which must be addressed when students are placed in an employment setting in a preparatory experience for pay or in an exploratory experience in a non- pay environment.

Occupational Competencies

A complete set of state minimum vocational education competencies for the six vocational service areas. The six service areas are: agriculture education, business and office education, home economics education, health occupations, industrial education and marketing education.

Support Services Guide For Special Populations

This resource guide was developed to help vocational teachers work with a variety of topics that impact special populations, including identification of special populations, notification and recruitment strategies, ways of coordinating with other agencies, importance of assessment, and the need for the individual education plan (IEP). The resource guide features support services strategies that can be effective for different students, the need for transition services, and the importance of guidance and counseling and career development. The guide was developed for both secondary and postsecondary educators.

DEPARTMENT OF EDUCATION

VOCATIONAL EDUCATION

Resource Personnel

TOPIC	PERSONNEL	PHONE
Agricultural Education	Alan O'Neal	515/281-4712
Applied Academics		
Applied Biology & Chemistry	Jane Muhl	319/335-5319
Applied Communications	Jim Fliehler	515/281-4709
Applied Mathematics	Jim Fliehler	515/281-4709
Principles of Technology	Harold Berryhill	515/281-4711
Work Place Readiness	Jim Fliehler	515/281-4709
Articulation	Gerald Lamers	515/281-9721
Business & Office Education	Don Smith	515/281-4723
Competency Based Education	Harold Berryhill	515/281-4711
Coring	Jim Fliehler	515/281-4709
	Jayne Sullivan	515/281/8488
Corrections Education	Lee Crawford	515/281-8353
Entrepreneurship Education	Jayne Sullivan	515/281-8488
Equity	Mary Wiberg	515/281-8584
Health Occupations Education	Joyce Brandt	319/335-5322
	Jane Muhl	319/335-5319
Home Economics Education		
Family & Consumer Science	Mary Petersen	515/281-4705
Occupational	Betty Armstrong	515/281-4716
Industrial Education	Harold Berryhill	515/281-4711
	Victor Lundy	515/281-4722
Integration of Academics and Vocational Education	Mary Petersen	515/281-4705
Licensure	Susan Miller	515/281-3605
Marketing Education	Jayne Sullivan	515/281 -8488

GLOSSARY

ACADEMIC AREAS:

The vocational standards require that the following academic areas are reinforced in the vocational education courses/programs:

- Free Enterprise
- Language
- Arts
- Math
- Science

ADVISORY COUNCILS

Program or Activity Council: A committee of individuals organized to provide advice for the development and improvement of instructional programs and activities.

General Advisory Council: An overall council, appointed by the local board of trustees, composed of public representatives who make policy recommendations based on identified unmet needs. Council memberships should represent each sex and members of ethnic groups residing in the area served.

AFFECTIVE DOMAIN

Learning that involves the emotions or feelings. Described by words such as interests, attitudes, appreciations, values, motivation, and enthusiasm.

APPRENTICESHIP

Apprentice: A person who is at least 16 years of age (except where a higher minimum age standard is otherwise fixed by law who enters into any contract of service registered with the appropriate apprentice agency. An apprentice receives instruction from his or her employer in an apprenticeable occupation.

Apprenticeable Occupation: An occupation which is customarily learned in a practical way through a structured systematic program of on-the-job supervised training; is clearly recognized throughout an industry; involves manual mechanical or technical knowledge which requires a minimum of 2,000 hours of on-the-job work experience and, requires related instruction to supplement the on-the-job training.

Apprenticeship Program: A program registered with the Department of Labor or the state apprenticeship agency in accordance with the National Apprenticeship Act. An apprentice program is conducted or sponsored by an employer, a group of employers, or a joint apprenticeship committee representing both employers and labor, and contains all terms and conditions for the qualification, recruitment, selection, and training of apprentices.

ARTICULATION

The process of mutually agreeing upon competencies and performance levels (validation) transferable between institutions and programs for advanced placement or credit in a vocational program.

ASSESSMENT

Any systematic practice or procedure used to measure or otherwise evaluate, identify, or document student skills, goals, interests, progress, achievement, aptitudes, learning outcomes, or abilities.

ADVANCED PLACEMENT

An approach to articulation which validates the "competencies" and places a student at an advanced point in a program according to the competencies the student has attained. This approach may eliminate portions of the course(s)/program(s) which the student must complete at the postsecondary level, and is identified in the articulation agreement.

ADVANCED STANDING

An approach to articulation which validates the "competencies" and eliminates the need for a student to enroll in a course. Satisfactory attainment of the course competencies are documented and the mechanism for awarding credit (high school and/or college) is identified in the articulation agreement.

ARTICULATION AGREEMENT

A written document which explains the decisions agreed upon, and the process used by the institution to grant advanced placement or credit. (DE Rules, Implemented November 1991).

ARTICULATION - HORIZONTAL

Articulation which takes place between programs within an institution or between like institutions.

ARTICULATION - VERTICAL

Articulation which occurs between institutions at different levels, such as between a secondary and postsecondary institution.

COGNITIVE DOMAIN

Thought processes; learning that involves recall, recognition, and a development of intellectual skills and abilities; the information a person knows.

COMPETENCY

A learned behavior which can be repeated to a predetermined standard.

COMPETENCY-BASED VOCATIONAL EDUCATION (CBVE)

Also known as competency-based education. A methodology of instruction that (a) identifies the cognitive, psychomotor, and affective skills needed to meet a specified standard; (b) informs students and teachers of the precise and detailed learning objectives required to achieve performance; (c) emphasizes performance standards in testing, course requirements, and/or graduation; and (d) facilitates learning by allowing each student to master the task through flexibility in learning time and methods.

COMPETENCY PROFILE

A form that shows all duties and tasks needed by an entry-level worker for a given occupation. Also used as a record-keeping form to keep track of tasks completed by a student.

CONTACT HOUR

"Contact hour" means fifty (50) minutes of contact between an instructor and students in a scheduled course offering for which students are registered.

A. Classroom Work. Lecture or other formalized classroom instruction under the supervision of an instructor.

B. Clinical Practice. Applied learning experience in a health agency or office under the supervision of an instructor.

C. Laboratory. Experimentation and practice by students under the supervision of an instructor.

D. Work Experience. Work experience planned and coordinated by an institutional representative and the employer, with control and supervision of the student on the job being the responsibility of the employer. Work experience may be considered or listed as an internship, field experience, or practicum.

COOPERATIVE EDUCATION

A method of instruction for individuals who, through a written cooperative agreement between an educational institution and an employer, receive occupational instruction including required academic courses and related instruction by the educational institution and on-the-job training. These two experiences must be planned and supervised by the educational instructional staff and employer.

CORING

An instructional design whereby competencies common to two or more different vocational service areas are taught as one course offering. Courses shall be no longer than one unit of instruction. Course(s) may be placed wherever appropriate within the program offered. This offering may be acceptable as a unit or partial unit in more than one vocational program to meet the standard.

CRITERION-REFERENCED EVALUATION

Procedure that measures student performance or knowledge according to the conditions and standards stated in the performance objective.

ENTREPRENEUR

Is one who organizes, owns, manages and assumes the risks of business.

INFUSION AREAS

A. Career Education. Is awareness of self in relation to others and the needs of society; exploration of employment opportunities and experience in personal decision-making; and experiences which will help students to integrate work values and work skills into their lives.

B. Communication Skills. The primary medium of learning, the interaction of individual capacities, language functions, audiences, and communication modes of writing, reading, speaking, listening, viewing.

C. Global Education. An approach to learning which promotes greater understanding of the world as an interconnected aggregate of human and natural systems.

D. Higher Order Thinking Skills. An interactive system; actual experiences of thinking consisting of dynamic and fluid combinations of many different mental operations aimed at varied purposes and based in knowledge and values.

E. Learning Skills. The appropriate employment of specific skills and behaviors leading to the successful accomplishment of simple to complex academic tasks.

F. Multicultural, Nonsexist Education. The planned curriculum and instruction which educates students about the cultural diversity of our society.

G. Technology. Hardware, system, and/or network used to manipulate and transfer information electronically.

INSTRUCTION

A set of instructional materials used for the planning and delivery of instruction. The set usually includes performance objectives, suggested learning activities, information sheets, activity sheets, assignment sheets, visual aids, tests, and answer keys.

INTEGRATION

Integration of academic and vocational education can occur by one of three means: 1. vocational education into general education; 2. general education into vocational education; or 3. general education and vocational education integrated simultaneously into both delivery systems. Thus, the integration of vocational and academic education offers an opportunity to bridge the gap between academic and vocational education by providing a holistic approach to the educational system.

MAINSTREAMING

Members of special populations placed in regular educational programs or course(s). (See Supplemental Services).

MASTERY

Attaining a specified level of competence or performance, meeting the specified minimum requirements or standards of a task stated in a performance objective.

MINIMUM COMPETENCY LISTS

Contain competencies validated by statewide technical committees, composed of representatives from appropriate businesses, industries, agriculture, and organized labor. These lists contain essential competencies which lead to entry level employment and are not intended to be the only competencies learned. Districts will choose one set of competencies per service area upon which to build their program or follow the process detailed in subrule 281-46.7(2) to develop local competencies.

MULTIOCCUPATIONAL COURSES

Combine on-the-job training in any of the occupational areas with the related classroom instruction. The instructor provides the related classroom instruction and coordinates the training with the employer at the work site. A multioccupational course may only be used to complete a sequence in more than one vocational service area if competencies form the appropriate set of minimum competencies are a part of the related instruction.

OCCUPATIONAL CLUSTER
A grouping of jobs that are related by the similarity of the tasks performed by the various workers.

OCCUPATIONAL/PROGRAM ANALYSIS
Determining duties and tasks performed in an occupation or program.

OUTCOMES
What students should know and be able to do when they complete a program.

PERFORMANCE OBJECTIVE
A statement of what the learner must do in measurable terms to master a given task. It consists of three parts: (1) conditions under which the task will be performed for evaluation; (2) description of the task; and (3) standard or criteria that states how well and how fast the task must be performed for mastery.

POSTSECONDARY ENROLLMENT OPTIONS ACT (Code of Iowa 261C)
It is the purpose of this Act to promote rigorous academic or vocational-technical pursuits and to provide a wider variety of options to high school pupils by enabling eleventh and twelfth grade pupils, or ninth or tenth grade students identified by the local district as gifted and talented, to enroll part-time in nonsectarian courses in eligible postsecondary institutions in Iowa.

POSTSECONDARY VOCATIONAL PROGRAM
A coherent sequence of courses designed to prepare individuals for employment in a specific occupational area which leads to certificate, diploma, or degree.

PSYCHOMOTOR DOMAIN
Motor skill learning that involves manipulative or muscular movement activities.

SECONDARY VOCATIONAL PROGRAM
A coherent sequence of courses (three or more units) designed to prepare individuals for employment in an occupational area and provide an educational foundation for further learning.

SERVICE CONTENT AREA

A. Agricultural education programs. Prepare individuals for employment in agriculture-related occupations. Such programs encompass the study of applied sciences and business management principles, as they relate to agriculture. Agricultural education focuses on but is not limited to, study in horticulture, forestry, conservation, natural resources, agricultural products and processing, production of food and fiber, aquaculture and other agricultural products, mechanics, sales and service, economics marketing, and leadership development.

B. Business and office education programs. Prepare individuals for employment in varied occupations involving such activities as planning, organizing, directing, and controlling all business office systems and procedures. Instruction offered includes such activities as preparing, transcribing, systematizing, preserving communications; analyzing financial records; receiving and disbursing money; gathering, processing and distributing information; and performing other business and office duties.

C. Health occupations education programs. Prepare individuals for employment in a variety of occupations concerned with providing care in the areas of wellness, prevention of disease, diagnosis, treatment, and rehabilitation. Instruction offered encompasses varied activities in such areas as dental science, medical science, diagnostic services, treatment therapy, patient care areas, rehabilitation services, record keeping, emergency care, and health education. Many occupations in this category require licensing or credentialling to practice, or to use a specific title.

D. Home economics education programs. Encompass two categories of instructional programs:

1. Consumer and family science programs may be taught to prepare individuals for a multiple role of homemaker and wage earner and may include such content areas as food and nutrition; consumer education; family living and parenthood; child development and guidance; family and individual health; housing and home management; and clothing and textiles.

2. Home economics occupations programs prepare individuals for paid employment in such home economics related occupations as child care aide/assistant, food production management and services, and homemaker/home health aide.

E. Industrial education programs. Encompass two categories of instructional programs—industrial technology and trade and industrial. Industrial technology means an applied discipline designed to promote technological literacy which provides knowledge and understanding of the impact of technology including its organizations, techniques, tools and skills to solve practical problems and extend human capabilities in areas such as construction, manufacturing, communication, transportation, power and energy. Trade and industrial programs prepare individuals for employment in such areas as protective services, construction trades, mechanics and repairers, precision production, transportation, and graphic communications. Instruction includes regular systematic classroom activities, followed by experiential learning with the most important processes, tools, machines, management ideas, and impacts of technology.

F. Marketing education programs. Prepares individuals for marketing occupations, including merchandising and management—those activities which make products and services readily available to consumers and business. Instruction stresses the concept that marketing is the bridge between production (including the creation of services and ideas) and consumption. These activities are performed by retailers, wholesalers, and businesses providing services in for-profit and not-for-profit business firms.

SEQUENTIAL UNIT

Applies to an integrated offering, directly related to the educational and occupational skills preparation of individuals for jobs and preparation for postsecondary education. Sequential units provide a logical framework for the instruction offered in a related occupational area and do not require prerequisites for enrollment. A unit is defined in subrule 12.5(18).

TARGETED GROUPS

A. Displaced Homemaker. An individual who: (a) is an adult; and (b)(i) has worked as an adult primarily without remuneration to care for the home and family, and for that reason has diminished marketable skills; (ii) has been dependent on public assistance or on the income of a relative, but is no longer supported by such income; (iii) is a parent whose youngest dependent child will become ineligible to receive assistance under the program for Aid to Families with Dependent Children under part A of Title IV of the Social Security Act within 2 years of the parent's application for assistance under this Act; or (iv) is unemployed or underemployed and is experiencing difficulty in obtaining any employment or suitable employment, as appropriate; or (c) is described in subparagraph (a) or (b) and is a criminal offender.

B. Single Parent. An individual who: (a) is unmarried or legally separated from a spouse; and (b)(i) has a minor child or children for which the parent has either custody or joint custody; or (ii) is pregnant.

TASK ANALYSIS

The identification of cognitive, psychomotor, and affective skills needed to perform a specific task.

TASK LIST

Those duties and tasks that describe a job.

TECHNICAL COMMITTEE

A group of subject matter experts from business/industry/labor and education who identify, then verify content of materials produced during the development process.

VALIDATION

The process of having workers review and confirm or refute the importance of the task.

VOCATIONAL STUDENT ORGANIZATIONS (VSOs)

Provides a unique program of career and leadership development, motivation, and recognition for middle/junior high, secondary, postsecondary, adult and collegiate students enrolled in vocational technical education programs. The VSO is a powerful instructional tool that works best when integrated into the vocational-technical curriculum. The ten (10) national vocational student organizations that are recognized by the United States Department of Education are:

Business Professionals of America
DECA - Delta Epsilon Chi
Future Business Leaders of America - Phi Beta Lambda
National FFA Organization
Future Homemakers of America
Health Occupations Students of America
National Postsecondary Agricultural Student Organization
National Young Farmers Education Association
Technology Student Association
Vocational Industrial Clubs of America

VOCATIONAL/TECHNICAL EDUCATION

Organized educational programs offering a sequence of courses which are directly related to the preparation of individuals in paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree. Such programs shall include competency based applied learning which contributes to an individual's academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general and employability skills, and the occupational-specific skills necessary for economic independence as a productive and contributing member of society. Program content shall include recognition of the contributions of individuals with disabilities, men and women in non-traditional and minorities.

WORKER

Person who is currently in a job or has been working in that job within that last two years.

Model Programs for Agriculture Education

Developed by Program Management Committee

Program Management Committee Agricultural Education

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Introduction to the Guide

The purpose of this guide is to provide guidance and information to assist local school district planners to develop an up-to-date, comprehensive, and dynamic curriculum in the area of agricultural education. This program management guide focuses on the key components that are a part of a program plan in agricultural education. This booklet is only a planning guide, it is not the curriculum plan.

This guide includes a statement of philosophy and a goals statement that reflects the most recent direction and thinking in the discipline of Agricultural Education. The guide contains a model which depicts the systematic scheme for delivery of agricultural education and a set of selected models for delivery of agricultural education at the local level. These models focus on the seven agricultural employment clusters and are organized to present course work that is appropriate for any given agricultural setting. It is expected that school district planners will adopt, modify, and add to these recommendations according to whatever is appropriate in that school district. The models are organized such that school districts could present two different sequence of three units or one three unit sequence and a series of semester courses. This guide contains the verified occupational, entrepreneurial, and leadership competencies that are expected to be a major part of each of the three sequential units. These competencies represent the minimum competencies for each area. Local educators will want to use these competency lists as a starting point and add other learning outcomes to the total list of expectations in each course.

This guide is a "working document" and should be looked upon as a tool to help educators and curriculum planners organize their local program to meet student needs.

Written, compiled, and designed by: Robert A. Martin, 1991.

Developing a Mission and Philosophy Statement

Purpose: The philosophy governing curriculum development and instruction in agricultural education should reflect the local community's educational philosophy. For all essential purposes, the "community" is the local school district. However, in this ever-changing world with its greater capacity for communications, the word "community" has taken on new meaning. State, national and international spheres of influence are all a part of our community because each person is touched more and more each day by these former "outside" forces and realities. It is only logical then that a statement of mission and philosophy reflects not only local needs but also those of our broader "community." To prepare students for the "world" in which they will function we must have them share a broad philosophy. The statement of mission and philosophy should reflect current professional developments in agriculture, local values and provide for future needs. The mission and philosophy statement on the following page was written and endorsed by The Iowa Governor's Council on Agricultural Education. It represents the most current thinking and thrusts in agricultural education. It serves as a model for local school districts to use as local statements of mission and philosophy are developed.

How to Use: The statement of Mission and Philosophy presented here may be used as it is presented or altered and used according to local district policy. It is presented only as a model or guide. The Mission and Philosophy statement should be a central piece of the curriculum plan or guide at the local level because it explains the purpose of the program. The Mission and Philosophy Statement establishes a clear rationale for the existence of the agricultural education program in the local school curriculum.

Mission and Philosophy of Agricultural Education

Agricultural education encompasses the study of applied sciences (biology, chemistry, physics) and business management principles. One of the major purposes of agricultural education is to apply the knowledge and skills learned in several different disciplines to agricultural situations.

Agricultural education goes beyond knowledge and skills development in that students are able to develop an understanding of the: 1) significance of agriculture in a global society, and the U.S. society in particular, through the application of scientific and business principles and problem solving strategies; and 2) interdependency and relationships between the agricultural industry and other significant businesses interwoven with the entire economic and social structure of the community, state, nation and world. This program places an emphasis on food systems, environmental issues and development of life skills.

The study of agricultural education focuses on the needs of individuals and groups and in developing individually satisfying and socially responsible knowledge, skills, and occupational values. Such a focus recognizes the value of and relies heavily on experience as the context in which knowledge and skills are learned.

Agricultural education focuses on, but is not limited to, study in horticulture, forestry, conservation, natural resources, agricultural products and processing, production of food and fiber, aquaculture and other agricultural products, mechanics, sales and service, economics, marketing and leadership development.

Agricultural education has relevance to a general audience (K-adult). Agricultural education programs assist with providing life-long learning opportunities in and about agriculture to everyone interested. Agricultural education provides opportunities to learn basic agricultural skills and knowledge, occupational training and retraining and professional growth and development.

Source: Iowa Governor's Council on Agricultural Education 1990

Developing a Goals Statement

Purpose: Goals are broad general statements of intent or direction. They highlight the major elements of the agricultural education philosophy. Goals should be consistent with local, state and national educational goals with reference to global awareness, multi-cultural and non-sexist implications. The goals suggested in the following list represent the major thrusts for agricultural education and give direction to the local program.

How to Use: The goals statement that follows was developed and adopted by The Iowa Governor's Council on Agricultural Education. It reflects the major elements of the agricultural education program. It is suggested that these goals be a guide in writing local school district goals for agricultural education. They may be used as they are or adapted and/or added to as dictated by local policy, circumstances and situations.

Goals of Agricultural Education

1. Develop knowledge and understanding of the food chain and agricultural systems around the world.
2. Prepare students for employment and/or post-secondary education.
3. Conduct classroom instruction coordinated with field, laboratory, or work experience.
4. Provide instruction in problem solving and decision making process in agriculture.
5. Provide a global perspective to emphasize international agricultural systems including trade policies and cultural practices.
6. Emphasize leadership and personal relations skills development.
7. Integrate biotechnology and other new technology, such as computers, into the curriculum.
8. Provide instruction on the basic agricultural principles needed in a variety of careers.
9. Develop technical agricultural skills.
10. Apply and further develop basic transferable skills, including communication and computation skills.
11. Develop entrepreneurial knowledge and skills.
12. Use community-based resources to enhance learning and apply skills.
13. Provide instruction and experience in the agricultural supply sector, service institutions, production of agricultural products, marketing activities, agricultural product processing and merchandising of agricultural production.
14. Combine the application of scientific principles and the development of vocational skills as related to the agriculture industry.
15. Develop cooperation and citizenship skills.
16. Identify career opportunities in which the skills and knowledge learned in agricultural education programs are utilized.
17. Practice skills and apply knowledge through extensive experiential learning situations in agriculture.
18. Promote consumer education regarding food and fiber systems.
19. Provide instruction on the use of appropriate technology to promote safety and sustainability of natural resources.
20. Provide instruction in the U.S. Government agricultural policy making process.

Source: Iowa Governor's Council on Agricultural Education, 1990

Systematic Curriculum Model

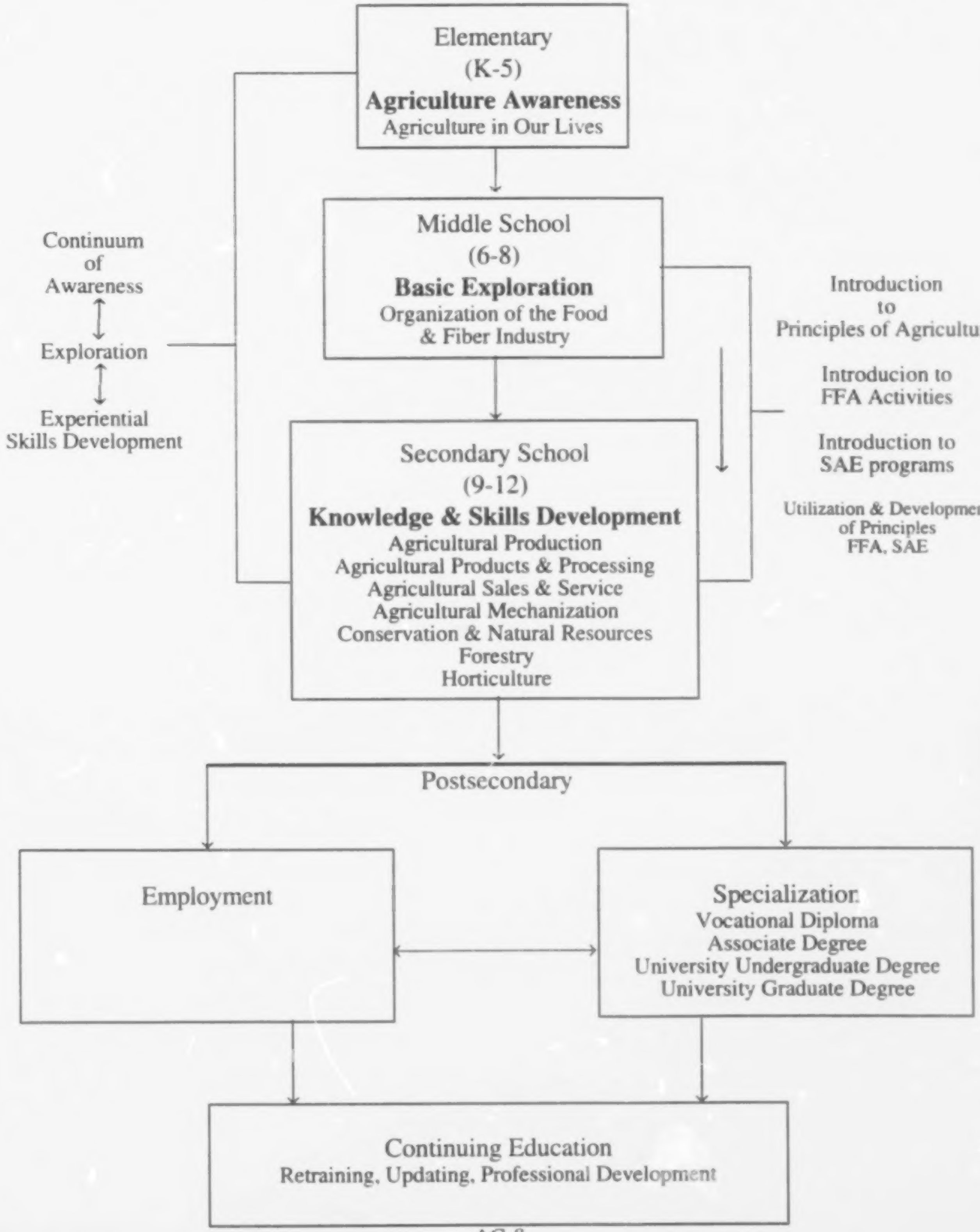
Purpose: The systematic curriculum model for agricultural education represents a suggested overall design for delivery of agricultural education. It is based on the following principles:

1. Agricultural Education should be designed for and available to all students with either general or occupational interests.
2. Agricultural Education delivery systems should be flexible to address the needs of a diversified clientele.
3. Agricultural Education should be experientially-based and focused on problem solving.
4. Agricultural Education should be locally planned and conducted in such a manner that it addresses student and community needs and contributes to the development of the learner's capacity to learn how to learn, apply what is learned and seek and act upon those occupational and educational opportunities appropriate for the learner.
5. Agricultural Education should represent the most up-to-date technology knowledge and skills development at the time of delivery.

How to Use the Systematic Models: The overall systematic model for delivery of agricultural education is a tool to help give direction to local education planners regarding the role of agricultural education in the school system. The model is a means to help identify what specific direction the program of agricultural education should take to meet the needs of diverse clientele groups having an interest in agricultural education. The local program must be flexible to meet local needs. This model allows the flexibility to meet needs and adjust to changing situations.

Exhibit A

Systematic Curriculum Model for Agricultural Education



Elementary
(K-5)
Agriculture Awareness
Agriculture in Our Lives

Middle School
(6-8)
Basic Exploration
Organization of the Food & Fiber Industry

Secondary School
(9-12)
Knowledge & Skills Development
Agricultural Production
Agricultural Products & Processing
Agricultural Sales & Service
Agricultural Mechanization
Conservation & Natural Resources
Forestry
Horticulture

Continuum of Awareness
↕
Exploration
↕
Experiential Skills Development

Introduction to Principles of Agriculture

Introducion to FFA Activities

Introduction to SAE programs

Utilization & Development of Principles FFA, SAE

Postsecondary

Employment

Specialization
Vocational Diploma
Associate Degree
University Undergraduate Degree
University Graduate Degree

Continuing Education
Retraining, Updating, Professional Development

Selected Delivery Models

Purpose: The five specific delivery models that are a part of this document are provided only as **examples** of how programs **could be organized** and delivered at the local level. They are not presented as prescriptions on how programs should be organized and delivered. These models help conceptualize the organization of selected courses to meet State Standards but also allow for the greatest amount of flexibility in the program

How to Use the Delivery Models: The most important aspect of the delivery model is the design of the model. The subject matter content may change from model to model but the concepts of sequential courses and flexibility are present in all models. *Exhibits B, C, D and E* are models that call for one series of sequential courses in a selected occupational area and other semester courses which could be open to any student on a one-time basis or could fit into a particular students' overall plans whereby he/she could take the sequential unit **and** the open-ended components of the program depending on individual needs. *Exhibits F, G, H and I* represent examples of programs that could be organized around two sets of sequential courses. This delivery model would allow for more indepth study of particular subject matter but may diminish the flexibility of other models. Nonetheless it may be appropriate for certain situations. *Exhibit J* uses the new model with traditional titles. *Exhibit K* outlines a model that includes an all vocational capstone course. *Exhibits L & M* present the model outline and ask the teacher to develop his/her own program model.

The models presented in this document are **suggested** models only. They may assist local educational planners in designing more appropriate models for meeting local school district needs, goals, and policies. It is suggested that curriculum planners carefully study the models in order to determine and eventually develop the best delivery model for Agricultural Education for the local school district.

Key to Models:

⬭ = Specific Competency Based Program Area

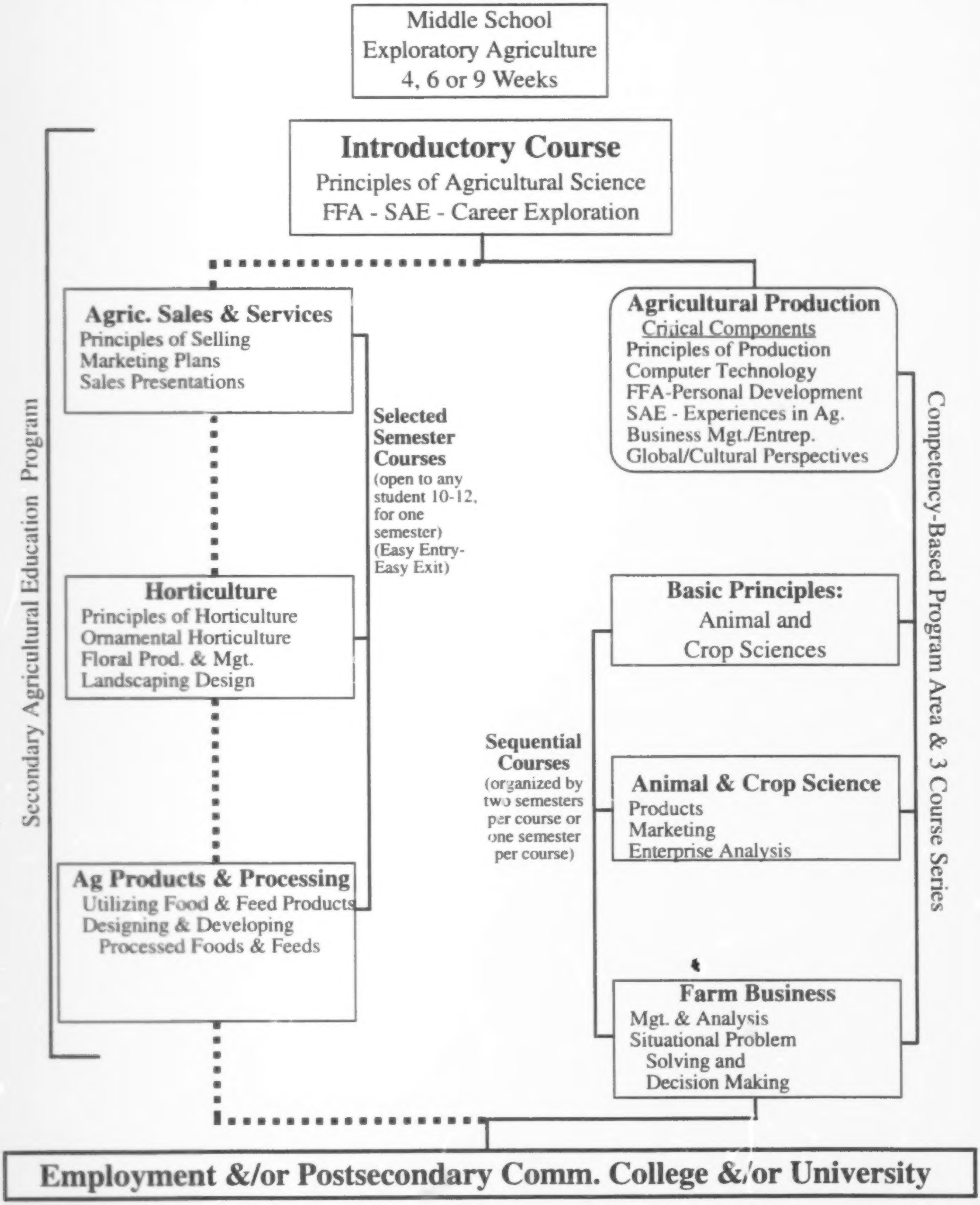
▭ = Selected Course Series

→ = Flow of Courses in Series

– – – = Loosely Connected Courses Offered in Department

Exhibit B

Delivery Model for Agricultural Education



Middle School
Exploratory Agriculture
4, 6 or 9 Weeks

Introductory Course
Principles of Agricultural Science
FFA - SAE - Career Exploration

Secondary Agricultural Education Program

Agric. Sales & Services
Principles of Selling
Marketing Plans
Sales Presentations

Selected Semester Courses
(open to any student 10-12, for one semester)
(Easy Entry-Easy Exit)

Horticulture
Principles of Horticulture
Ornamental Horticulture
Floral Prod. & Mgt.
Landscaping Design

Ag Products & Processing
Utilizing Food & Feed Products
Designing & Developing
Processed Foods & Feeds

Agricultural Production
Critical Components
Principles of Production
Computer Technology
FFA-Personal Development
SAE - Experiences in Ag.
Business Mgt./Entrep.
Global/Cultural Perspectives

Sequential Courses
(organized by two semesters per course or one semester per course)

Basic Principles:
Animal and
Crop Sciences

Animal & Crop Science
Products
Marketing
Enterprise Analysis

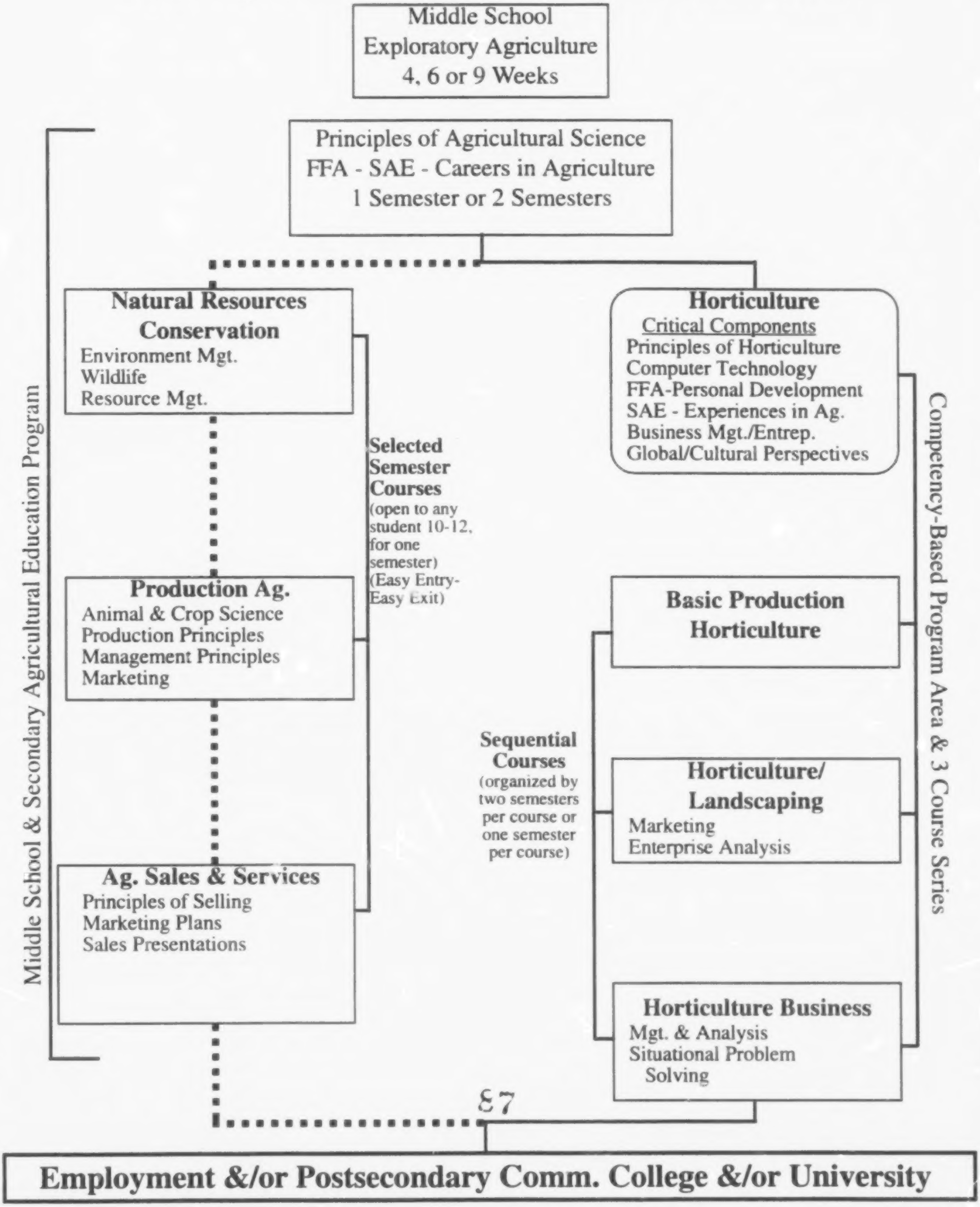
Farm Business
Mgt. & Analysis
Situational Problem
Solving and
Decision Making

Competency-Based Program Area & 3 Course Series

Employment &/or Postsecondary Comm. College &/or University

Exhibit C

Delivery Model for Agricultural Education



Middle School
Exploratory Agriculture
4, 6 or 9 Weeks

Principles of Agricultural Science
FFA - SAE - Careers in Agriculture
1 Semester or 2 Semesters

Natural Resources Conservation
Environment Mgt.
Wildlife
Resource Mgt.

Production Ag.
Animal & Crop Science
Production Principles
Management Principles
Marketing

Ag. Sales & Services
Principles of Selling
Marketing Plans
Sales Presentations

Selected Semester Courses
(open to any student 10-12, for one semester)
(Easy Entry-Easy Exit)

Horticulture
Critical Components
Principles of Horticulture
Computer Technology
FFA-Personal Development
SAE - Experiences in Ag.
Business Mgt./Entrep.
Global/Cultural Perspectives

Basic Production Horticulture

Horticulture/ Landscaping
Marketing
Enterprise Analysis

Horticulture Business
Mgt. & Analysis
Situational Problem Solving

Sequential Courses
(organized by two semesters per course or one semester per course)

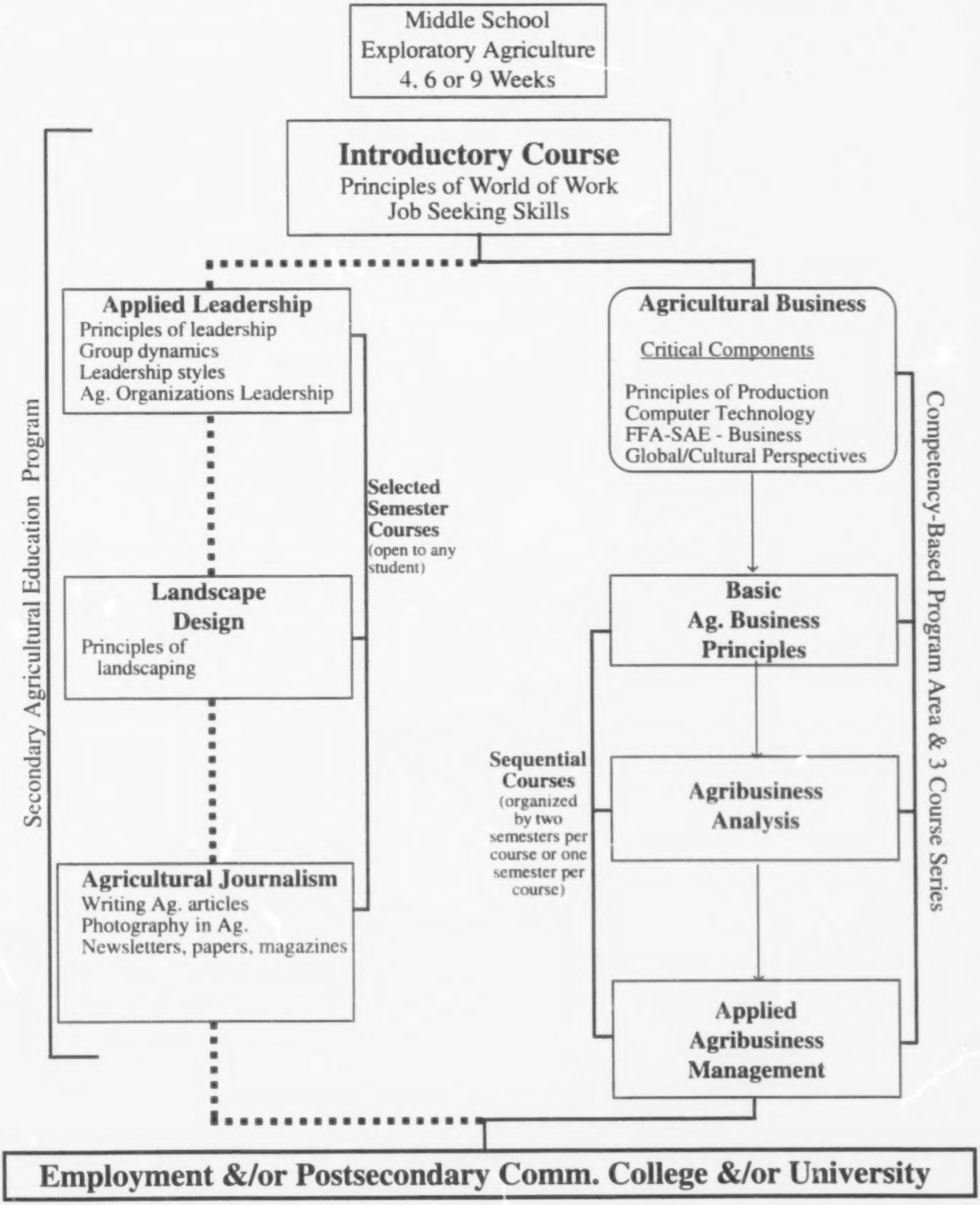
Middle School & Secondary Agricultural Education Program

Competency-Based Program Area & 3 Course Series

Employment &/or Postsecondary Comm. College &/or University

Exhibit D

Delivery Model for Agricultural Education



Middle School
Exploratory Agriculture
4, 6 or 9 Weeks

Introductory Course
Principles of World of Work
Job Seeking Skills

Secondary Agricultural Education Program

Applied Leadership
Principles of leadership
Group dynamics
Leadership styles
Ag. Organizations Leadership

Landscape Design
Principles of landscaping

Agricultural Journalism
Writing Ag. articles
Photography in Ag.
Newsletters, papers, magazines

Selected Semester Courses
(open to any student)

Agricultural Business

Critical Components

Principles of Production
Computer Technology
FFA-SAE - Business
Global/Cultural Perspectives

Basic Ag. Business Principles

Agribusiness Analysis

Applied Agribusiness Management

Sequential Courses
(organized by two semesters per course or one semester per course)

Competency-Based Program Area & 3 Course Series

Employment &/or Postsecondary Comm. College &/or University

Exhibit E

Delivery Model for Agricultural Education

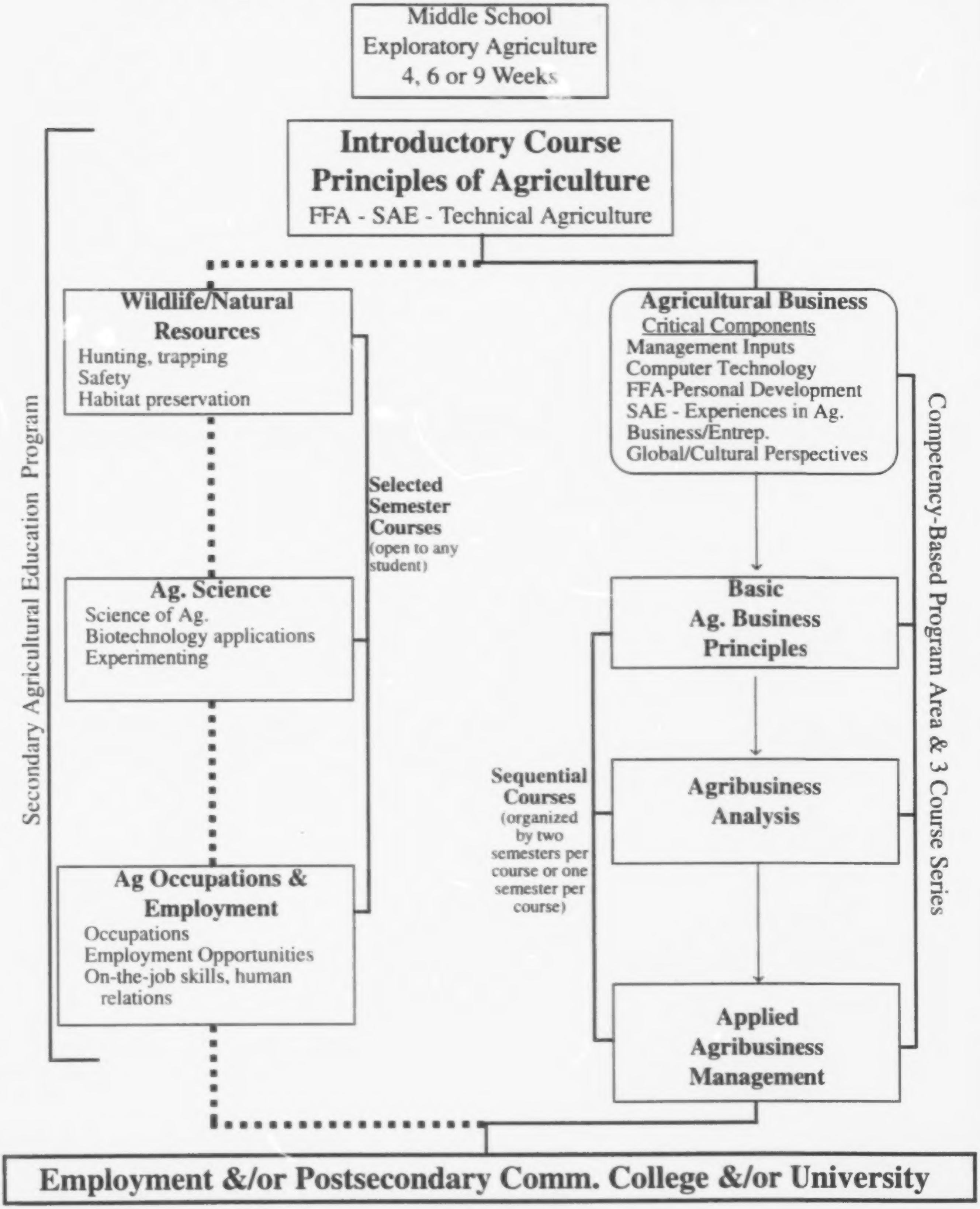
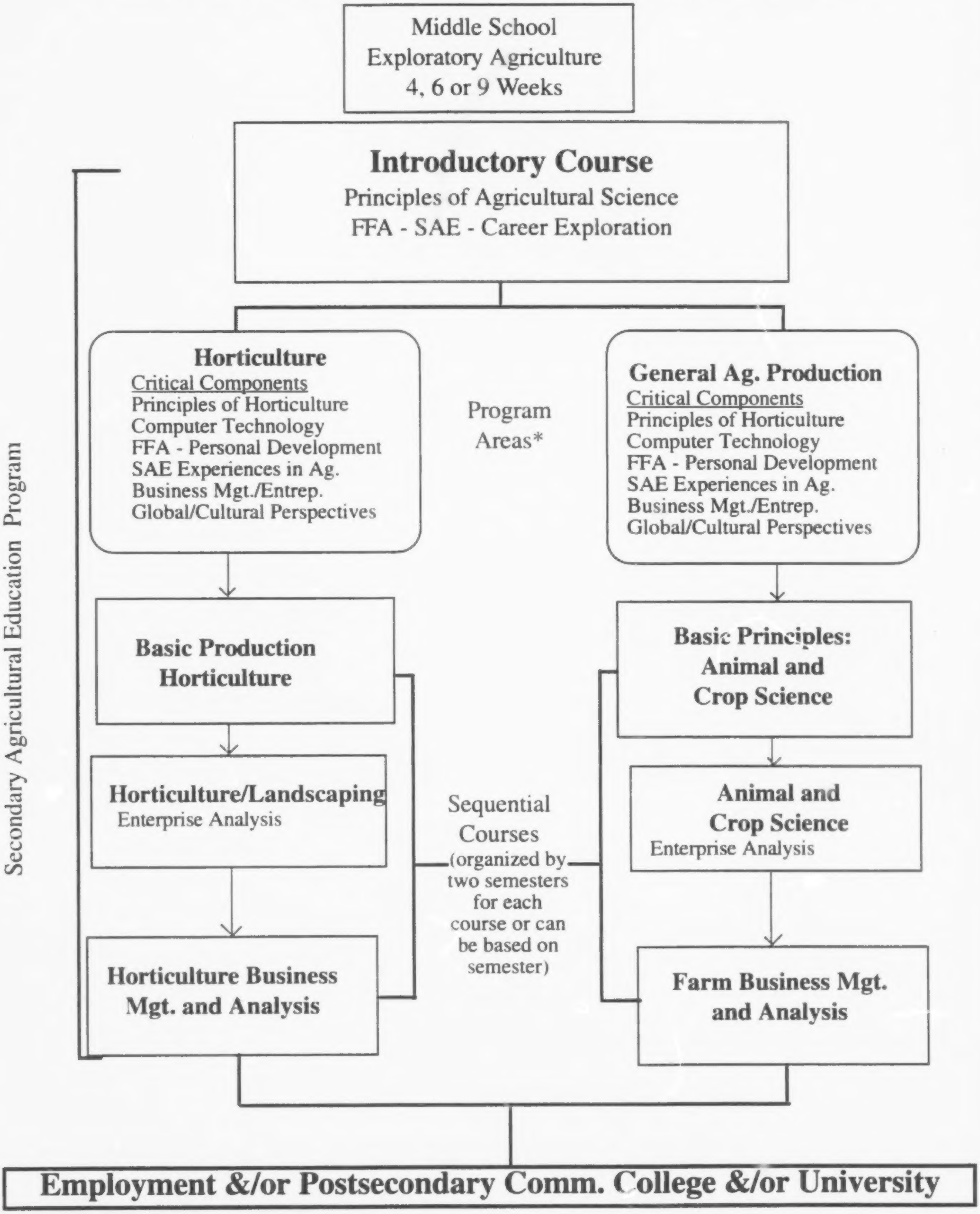

Middle School
Exploratory Agriculture
4, 6 or 9 Weeks
Introductory Course
Principles of Agriculture
FFA - SAE - Technical Agriculture
Secondary Agricultural Education Program
Wildlife/Natural Resources
Hunting, trapping
Safety
Habitat preservation
Ag. Science
Science of Ag.
Biotechnology applications
Experimenting
Ag Occupations & Employment
Occupations
Employment Opportunities
On-the-job skills, human relations
Selected Semester Courses
(open to any student)
Agricultural Business
Critical Components
Management Inputs
Computer Technology
FFA-Personal Development
SAE - Experiences in Ag. Business/Entrep.
Global/Cultural Perspectives
Basic Ag. Business Principles
Agribusiness Analysis
Applied Agribusiness Management
Sequential Courses
(organized by two semesters per course or one semester per course)
Competency-Based Program Area & 3 Course Series
Employment &/or Postsecondary Comm. College &/or University

Exhibit F

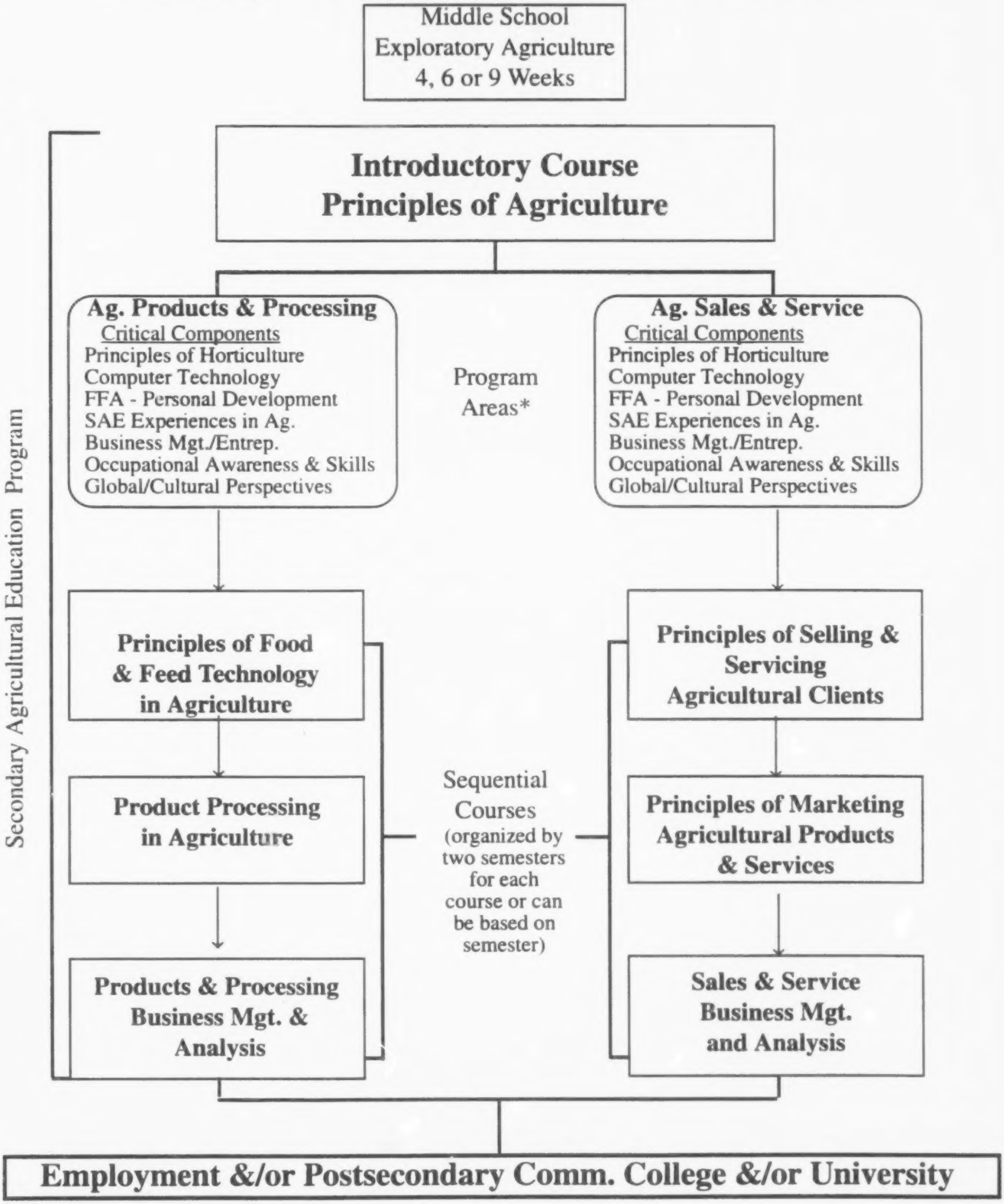
Delivery Model for Agricultural Education


Middle School
Exploratory Agriculture
4, 6 or 9 Weeks
Introductory Course
Principles of Agricultural Science
FFA - SAE - Career Exploration
Horticulture
Critical Components
Principles of Horticulture
Computer Technology
FFA - Personal Development
SAE Experiences in Ag.
Business Mgt./Entrep.
Global/Cultural Perspectives
Program Areas*
General Ag. Production
Critical Components
Principles of Horticulture
Computer Technology
FFA - Personal Development
SAE Experiences in Ag.
Business Mgt./Entrep.
Global/Cultural Perspectives
Secondary Agricultural Education Program
Basic Production Horticulture
Basic Principles: Animal and Crop Science
Horticulture/Landscaping
Enterprise Analysis
Animal and Crop Science
Enterprise Analysis
Sequential Courses (organized by two semesters for each course or can be based on semester)
Horticulture Business Mgt. and Analysis
Farm Business Mgt. and Analysis
Employment &/or Postsecondary Comm. College &/or University

* Competency Based Program Areas

Exhibit G

Delivery Model for Agricultural Education



Middle School
Exploratory Agriculture
4, 6 or 9 Weeks

Secondary Agricultural Education Program

Introductory Course
Principles of Agriculture

Ag. Products & Processing
Critical Components
Principles of Horticulture
Computer Technology
FFA - Personal Development
SAE Experiences in Ag.
Business Mgt./Entrep.
Occupational Awareness & Skills
Global/Cultural Perspectives

Program
Areas*

Ag. Sales & Service
Critical Components
Principles of Horticulture
Computer Technology
FFA - Personal Development
SAE Experiences in Ag.
Business Mgt./Entrep.
Occupational Awareness & Skills
Global/Cultural Perspectives

Principles of Food & Feed Technology in Agriculture

Product Processing in Agriculture

Products & Processing Business Mgt. & Analysis

Sequential
Courses
(organized by
two semesters
for each
course or can
be based on
semester)

Principles of Selling & Servicing Agricultural Clients

Principles of Marketing Agricultural Products & Services

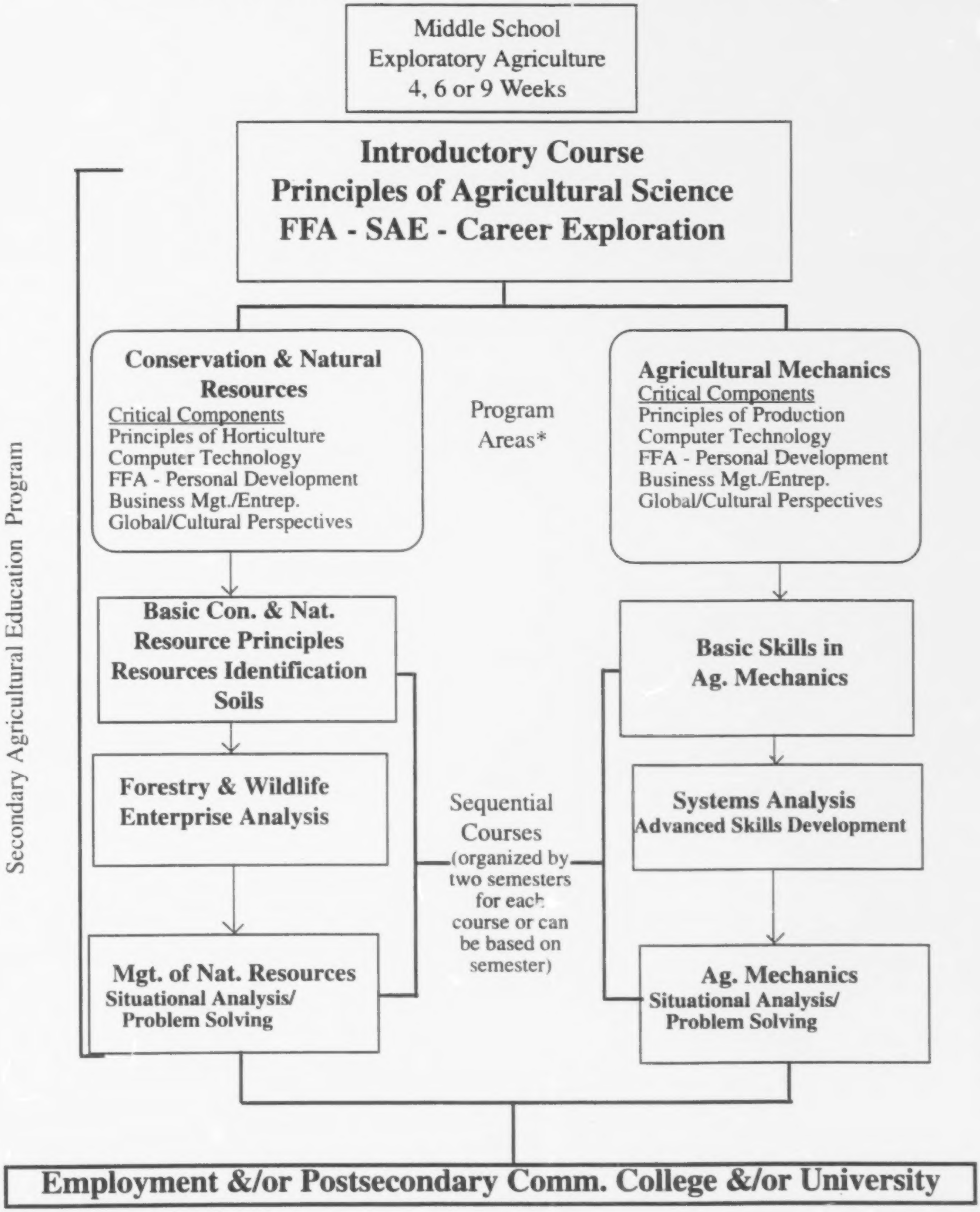
Sales & Service Business Mgt. and Analysis

Employment &/or Postsecondary Comm. College &/or University

* Competency Based Program Areas

Exhibit H

Delivery Model for Agricultural Education



Middle School
Exploratory Agriculture
4, 6 or 9 Weeks

Introductory Course
Principles of Agricultural Science
FFA - SAE - Career Exploration

Conservation & Natural Resources
Critical Components
Principles of Horticulture
Computer Technology
FFA - Personal Development
Business Mgt./Entrep.
Global/Cultural Perspectives

Program Areas*

Agricultural Mechanics
Critical Components
Principles of Production
Computer Technology
FFA - Personal Development
Business Mgt./Entrep.
Global/Cultural Perspectives

Basic Con. & Nat. Resource Principles
Resources Identification
Soils

Forestry & Wildlife
Enterprise Analysis

Mgt. of Nat. Resources
Situational Analysis/ Problem Solving

Sequential Courses (organized by two semesters for each course or can be based on semester)

Basic Skills in Ag. Mechanics

Systems Analysis
Advanced Skills Development

Ag. Mechanics
Situational Analysis/ Problem Solving

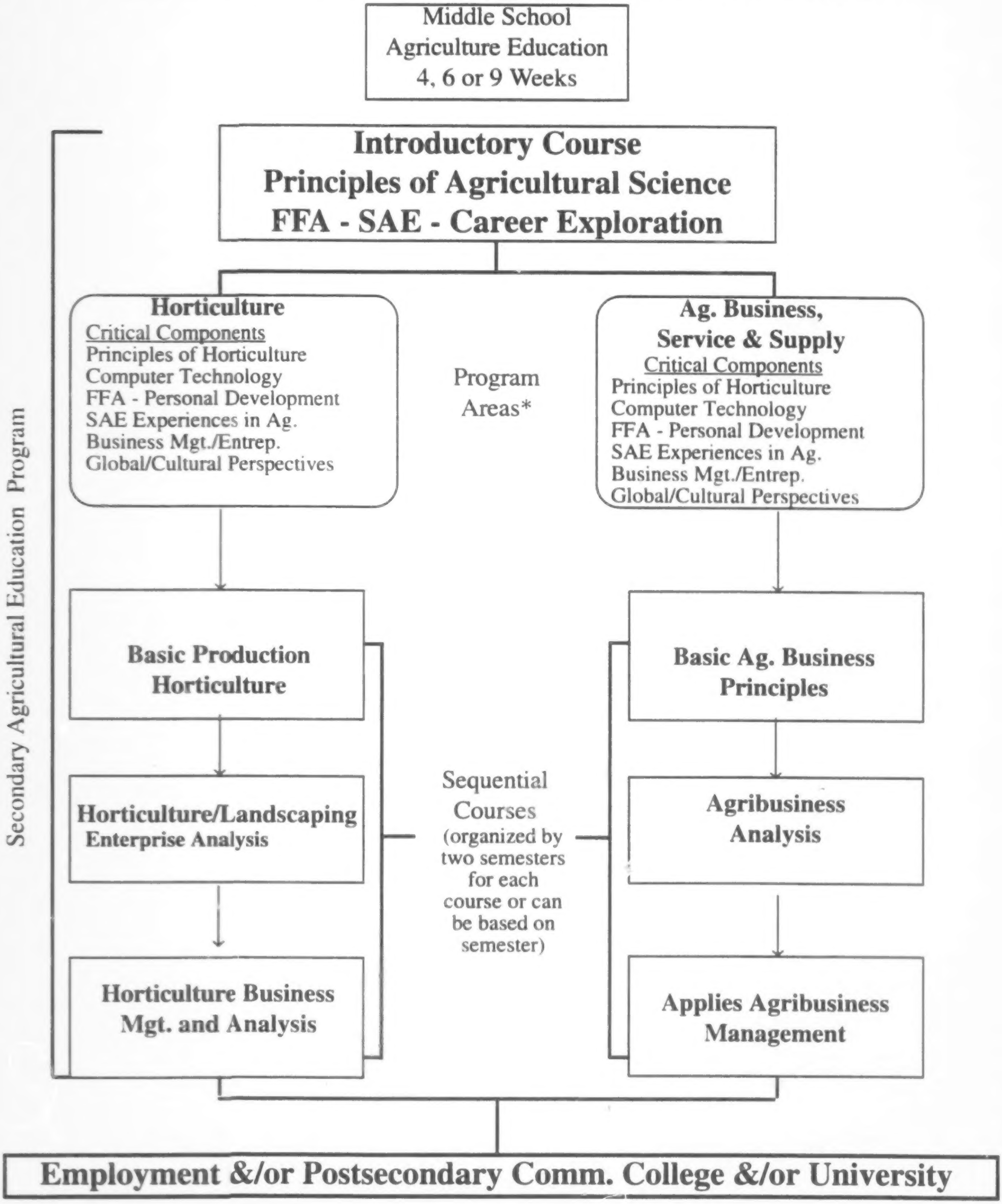
Secondary Agricultural Education Program

Employment &/or Postsecondary Comm. College &/or University

* Competency Based Program Areas

Exhibit I

Delivery Model for Agricultural Education



Middle School
Agriculture Education
4, 6 or 9 Weeks

Introductory Course
Principles of Agricultural Science
FFA - SAE - Career Exploration

Program Areas*

Horticulture
Critical Components
- Principles of Horticulture
- Computer Technology
- FFA - Personal Development
- SAE Experiences in Ag.
- Business Mgt./Entrep.
- Global/Cultural Perspectives

Ag. Business, Service & Supply
Critical Components
- Principles of Horticulture
- Computer Technology
- FFA - Personal Development
- SAE Experiences in Ag.
- Business Mgt./Entrep.
- Global/Cultural Perspectives

Sequential Courses (organized by two semesters for each course or can be based on semester)

Basic Production Horticulture

Horticulture/Landscaping Enterprise Analysis

Horticulture Business Mgt. and Analysis

Basic Ag. Business Principles

Agribusiness Analysis

Applies Agribusiness Management

Secondary Agricultural Education Program

Employment &/or Postsecondary Comm. College &/or University

* Competency Based Program Areas

Exhibit J

Delivery Model for Agricultural Education

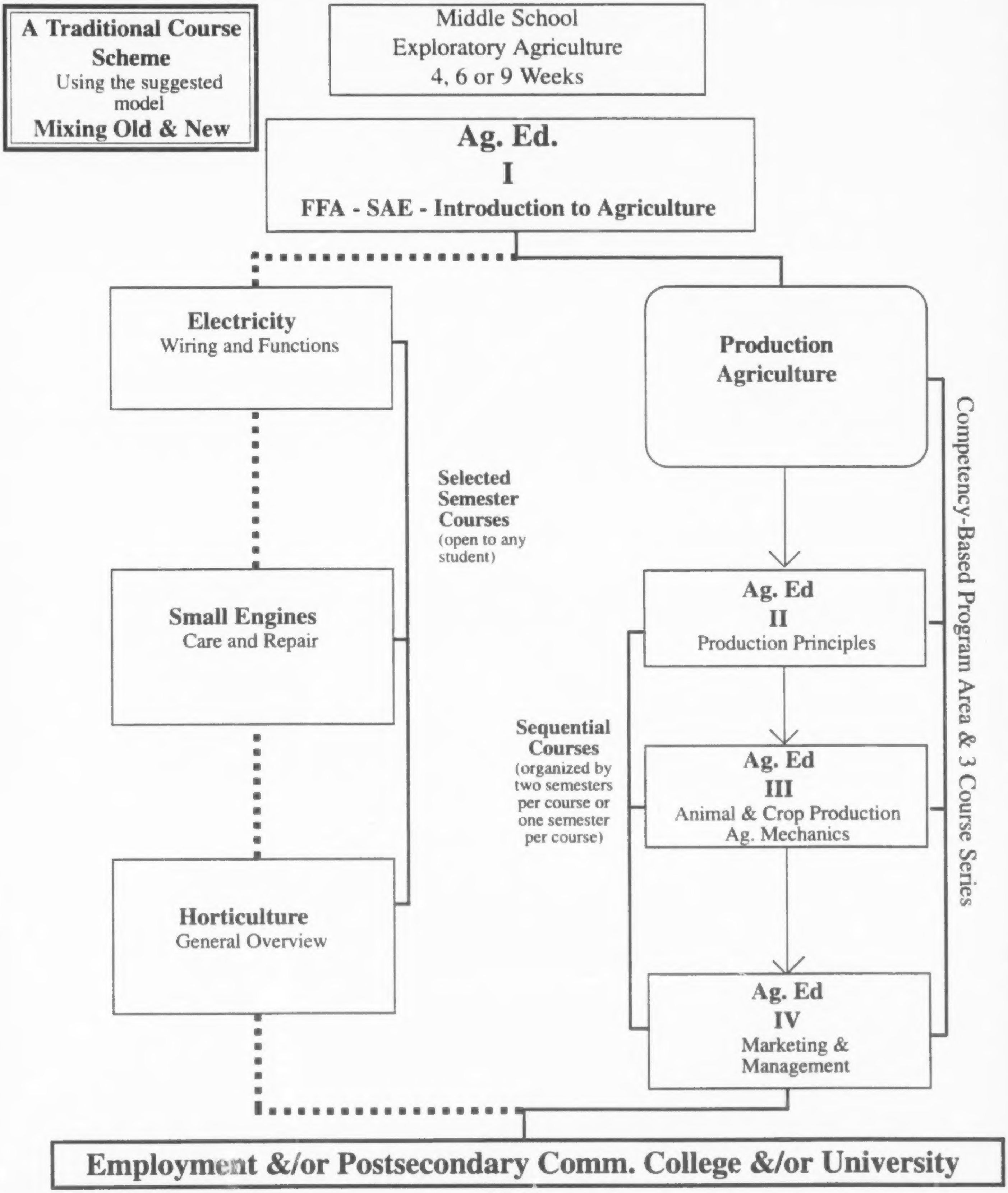
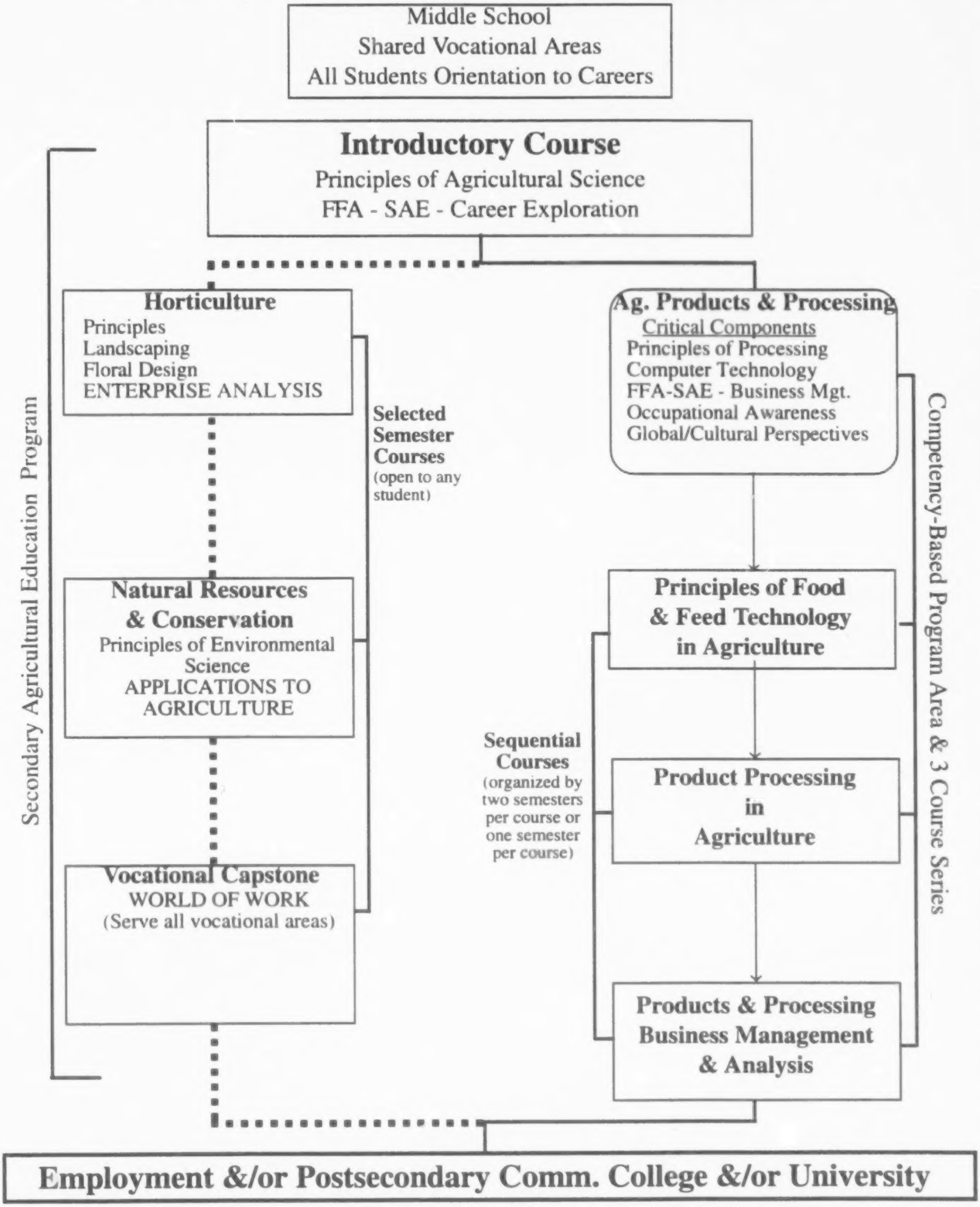

A Traditional Course Scheme
Using the suggested model
Mixing Old & New
Middle School
Exploratory Agriculture
4, 6 or 9 Weeks
Ag. Ed.
I
FFA - SAE - Introduction to Agriculture
Electricity
Wiring and Functions
Small Engines
Care and Repair
Horticulture
General Overview
Selected Semester Courses
(open to any student)
Production Agriculture
Ag. Ed
II
Production Principles
Sequential Courses
(organized by two semesters per course or one semester per course)
Ag. Ed
III
Animal & Crop Production
Ag. Mechanics
Ag. Ed
IV
Marketing & Management
Competency-Based Program Area & 3 Course Series
Employment &/or Postsecondary Comm. College &/or University

Exhibit K

Delivery Model for Agricultural Education



Middle School
Shared Vocational Areas
All Students Orientation to Careers

Introductory Course
Principles of Agricultural Science
FFA - SAE - Career Exploration

Secondary Agricultural Education Program

Horticulture
Principles
Landscaping
Floral Design
ENTERPRISE ANALYSIS

Natural Resources & Conservation
Principles of Environmental Science
APPLICATIONS TO AGRICULTURE

Vocational Capstone
WORLD OF WORK
(Serve all vocational areas)

Selected Semester Courses
(open to any student)

Ag. Products & Processing
Critical Components
Principles of Processing
Computer Technology
FFA-SAE - Business Mgt.
Occupational Awareness
Global/Cultural Perspectives

Principles of Food & Feed Technology in Agriculture

Product Processing in Agriculture

Products & Processing Business Management & Analysis

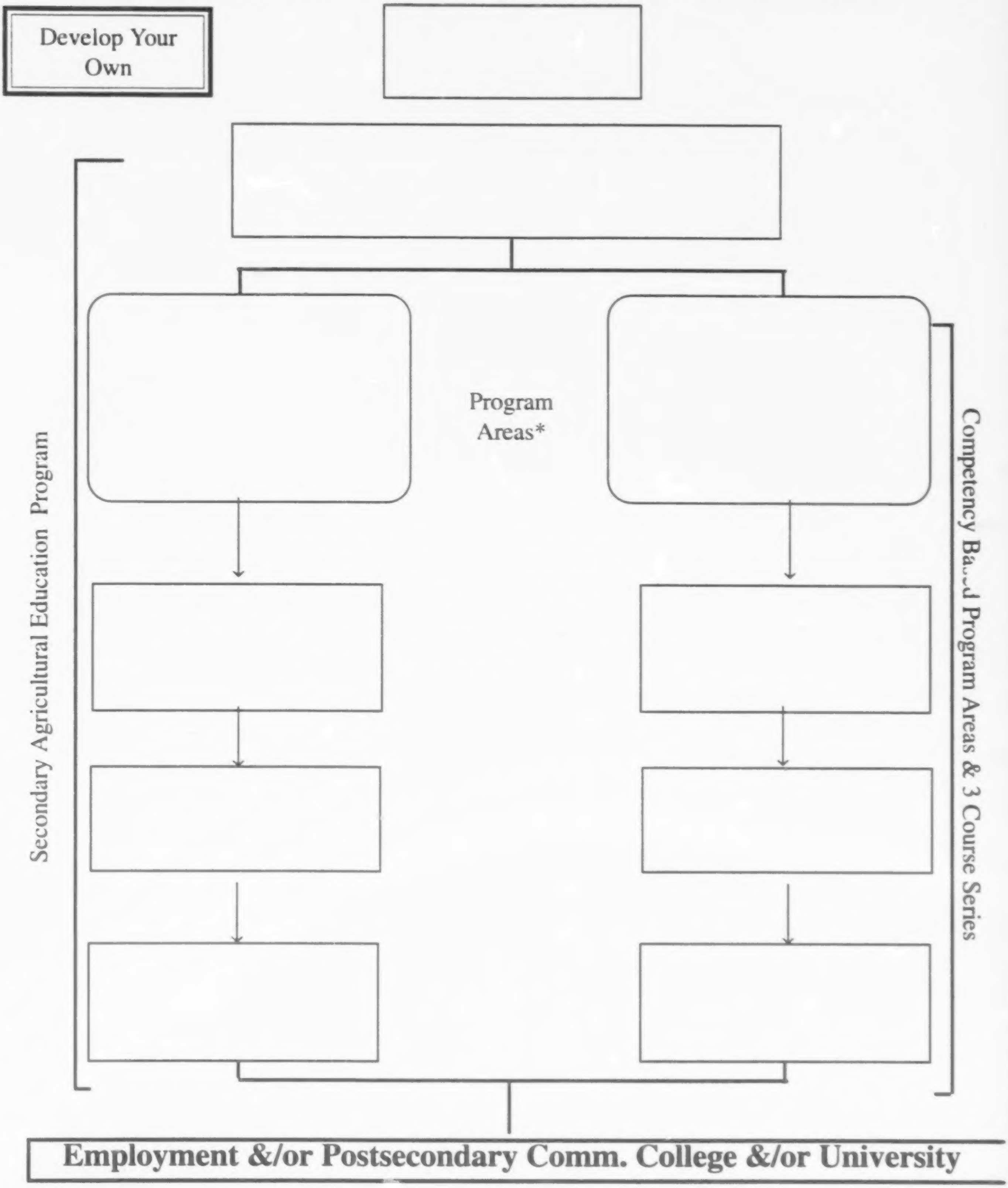
Sequential Courses
(organized by two semesters per course or one semester per course)

Competency-Based Program Area & 3 Course Series

Employment &/or Postsecondary Comm. College &/or University

Exhibit L

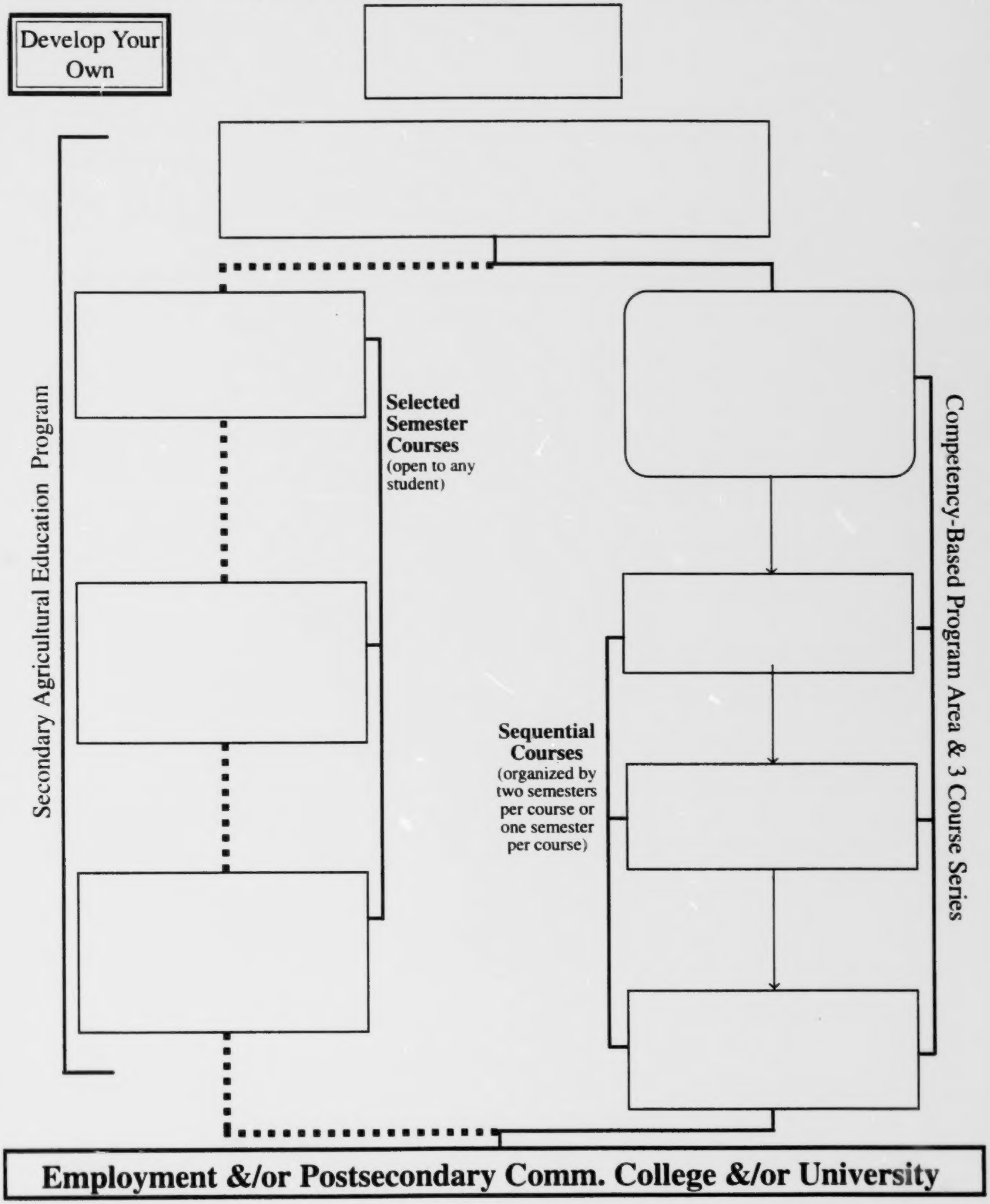
Delivery Model for Agricultural Education


Develop Your Own
Program Areas*
Secondary Agricultural Education Program
Competency Based Program Areas & 3 Course Series
Employment &/or Postsecondary Comm. College &/or University

* Competency Based Program Areas

Exhibit M

Delivery Model for Agricultural Education


Develop Your Own
Secondary Agricultural Education Program
Selected Semester Courses (open to any student)
Sequential Courses (organized by two semesters per course or one semester per course)
Competency-Based Program Area & 3 Course Series
Employment &/or Postsecondary Comm. College &/or University

Sequencing Learning Outcomes

Purpose: The course outlines that are included in this document are examples of how the verified competencies could be organized and presented sequentially to provide for the gradual development of knowledge and skills in a three course series. This presentation is only an example and may not be what the local educational planner eventually develops. It is presented here as an **example** of how it could be done.

How to Use: The sequentially planned courses should be organized into a logical and natural plan for learning. This organizational approach may vary for each school district but as much as possible knowledge and skills should build on previous knowledge and skills. The outlines that are included in this document list the competencies **only.** Complete course outlines also document various resources/references and evaluation procedures.

Sequential Units in Agribusiness, Sales & Service Program Area

I. Course - Basic Agribusiness Principles

A. Suggested Units

Animal Agriculture and Products	25 Days
Plant Agriculture and Products	25 Days
Agricultural Cooperatives	25 Days
SAE	15 Days
FFA	15 Days
Soil Science	20 Days
Agricultural Mechanics	20 Days
Agricultural Economics	20 Days
Unscheduled	15 Days
TOTAL	180 Days

II. Course - Agribusiness Analysis

A. Suggested Units

Advertising and Communications	25 Days
Agribusiness Procedures and Records	25 Days
Agribusiness Management	20 Days
Selling in Agribusiness	25 Days
Marketing of Agricultural Products	25 Days
Commodity Marketing	25 Days
SAE	10 Days
FFA	10 Days
Unscheduled	15 Days
TOTAL	180 Days

III. Course - Applied Agribusiness Management

A. Suggested Units

Planning and Organizing a Business	15 Days
Operating a Business	15 Days
Managing a Business	15 Days
Hiring and Supervising Employees	5 Days
Determining Capital Needs and Inputs	15 Days
Working with Employers and Employees	15 Days
Using Decision-Making in Agribusiness	15 Days
Problem-solving in Agribusiness	15 Days
Analyzing the Market	15 Days
Agribusiness Simulations	25 Days
FFA	15 Days
SAE	15 Days
TOTAL	180 Days

Basic Agribusiness Principles

Course Outline of Minimum Competencies
First Course in a Three Course Series

1. Analyze career opportunities in agriculture management, sales, and services.
2. Complete an inventory.
3. Calculate a least cost ration/inputs.
4. List steps involved in purchasing land, equipment and livestock.
5. Identify and compare four types of business.
6. Identify resources for technical assistance.
7. Identify governmental regulatory agencies related to Agribusiness.
8. Identify current basic government agricultural programs.
9. Identify sources of marketing information.
10. Diagram and explain the function of the digestive track of the monogastric and ruminant animal.
11. Identify sources of marketing information.
12. Identify and evaluate wholesale and retail cuts of meat.
13. Identify livestock facility requirements
14. List livestock feedstuffs and additives and explain their attributes.
15. Balance a ration according to nutritional requirements of animals.
16. Explain the basic principles of genetics in livestock production.
17. Explain the process of reproduction in livestock including artificial insemination, embryo transfers and genetic engineering and other emerging technologies.
18. Identify and explain good management practices used in livestock disease prevention.
19. Properly administer animal health/growth inputs.
20. Evaluate livestock for profitable production tracts.

21. Develop means of adapting land use management to soil type.

22. Read and evaluate a soil classification map.

23. Take a soil/tissue sample for testing and interpret results.

24. Explain how selection of hybrid and certified seed affects performance and profitability.

25. Explain principles of plant breeding.

26. Explain tillage and harvesting methods used in crop production.

27. Explain the role of primary and secondary nutrients in crop production.

28. Explain appropriate methods of selecting and applying commercial fertilizers and chemicals including calculating the calibration of equipment.

29. Explain appropriate methods of pest control.

30. Perform routine maintenance services on agricultural equipment using manuals.

31. Identify and analyze different agriculture production techniques and their effect on the environment.

32. Explain plant propagation.

33. Demonstrate tree and/or shrub planting and maintenance.

34. Analyze opportunities for diversified crop and/or livestock enterprises.

35. Locate on a map each of the major continents of the world.

36. Locate on a map each of the major agricultural regions of the world.

37. Explain the impact of biotechnology on world food production.

38. Compare and contrast U.S. measuring system with the metric system used by other countries.

Agribusiness Analysis

Course Outline of Minimum Competencies
Second Course in a Three Course Series

1. Identify and explain the management of land, labor and capital.
2. Explain types of record-keeping systems used in agriculture.
3. Identify and explain variable and fixed costs.
4. Explain opportunity cost.
5. Identify types and sources of credit.
6. Calculate the cost of money.
7. Explain the component of property tax.
8. Explain social security taxes and benefits.
9. Calculate sales tax.
10. Identify insurance needs in agriculture business.
11. Demonstrate principles of effective selling.
12. List and explain methods used to advertise an agricultural product.
13. Write a sales ticket.
14. Make change accurately.
15. Operate office equipment properly.
16. Use a database, word processing and spreadsheet computer program.
17. Balance daily cash receipts.
18. Balance monthly bank statement.
19. Complete periodic billing statement.
20. Post cash receipts and expenditures.

21. Complete an income statement.

22. Identify important financial ratios.

23. Complete and explain an enterprise budget and a whole business budget.

24. Calculate the payback period for an investment.

25. Value assets using depreciation.

26. Calculate personal income tax.

27. Analyze common types of financial records, contracts, liens, and other written agreements.

28. Identify and list purposes of government farm agencies.

29. Calculate storage charges on grain.

30. Calculate margins and discounts for agricultural supplies.

31. Calculate finance charges.

32. Complete the process for ordering and receiving goods.

33. Explain factors in pricing merchandise.

34. Demonstrate proper telephone procedures.

35. Analyze and interpret charts, graphs and maps.

36. Differentiate marketing, pricing and grading standards for different agricultural commodities.

Applied Agribusiness Management

Course Outline of Minimum Competencies
Third Course in a Series of Three Courses

1. Identify skills required of a business owner.
2. Identify the personal characteristics of entrepreneurs.
3. Explain the contents of a business plan.
4. Explain the concept of competition.
5. Explain the concept of a business cycle.
6. Analyze the concept of supply and demand.
7. Recognize relevant, ethical issues in business.
8. Explain the concept of profit.
9. Explain the impact of government policy and/or political systems on production and marketing of various commodities in selected countries.
10. Explain how the production of a commodity in one country impacts the production in another.
11. Identify the monetary systems of selected countries and their impact on the United States.
12. Explain methods of proper animal waste storage and disposal.
13. Identify farming systems in selected countries.
14. Identify factors that are important to human relations in business.
15. Analyze pricing and marketing alternatives.
16. Explain the linkages between culture and diet.

Potential Course Titles

Animal Technology
Plant Technology
Human Resource Development in Agriculture
Animal Health Technology
Wildlife Conservation
Forestry Resource management
Fruit, Nut & Vegetable Production
Agricultural Communications
Agricultural Sales
Ag. Business Management
Agricultural Science Experimentation
Occupations in Agriculture
Global Agriculture
Agricultural Engineering
Machinery Technology
Agricultural Issues
Ethics in Agriculture
Agricultural Law
Landscape Design
Soil & Water Conservation
Farm Business Analysis
Genetics in Agriculture
Agricultural Machinery Power
Agricultural Tourism
Agricultural Automation Technology
Agricultural Construction Technology
Agricultural Entrepreneurship
Entomology
Agricultural Climate & Weather
Food & Fiber Systems
Agricultural Bioscience
Career Orientation in Agriculture
Agricultural Politics
Food Safety & Agriculture
Groundwater Resource Mgt.
Turf Management
Floriculture
Agricultural Economics
Natural Resource Management
Food Science Technology
Arboriculture
Aquaculture
Floral Design
Nursery Production
Greenhouse Production
Laboratory Animal Technology
Food Processing
Agricultural Finance
Business Operations
Leadership in Agriculture
Biotechnology
Agricultural Products & Processing
Robotics & Agriculture
Agricultural Journalism
Horticulture
Landscaping
Agricultural Production
Waste Management
Agricultural Mechanics
Business Operations
Environmental Agriculture
Agricultural Computing
Plant Protection Technology
Agricultural Marketing
Pomology
Agricultural Research
Biology of Agriculture
Plant Propagation
Ag. Organizational Management
Comparative Agriculture
Agricultural Regulations
Agricultural Policy Making
Agriculture Health & Safety
Agricultural Recreation
Agricultural Cooperative

*Courses could be offered focused on selected agricultural enterprises depending, of course, on local need and situations

**Note: Some of the titles mentioned above may be more appropriate for units than for courses, depending on local need and situations.

Model Course Descriptions

The descriptions that follow represent potential descriptions of courses that could be offered in an agricultural education program either on a 36 week or 18 week basis.

8TH GRADE EXPLORATORY PROGRAM IN AGRICULTURAL SCIENCE AND TECHNOLOGY (9 WEEKS)

During this nine week course, emphasis will be on identifying the seven occupational areas of the industry of agriculture, conducting a variety of exciting action oriented activities, and participating in several learning experiences representative of the more than 200 careers in agricultural science and technology industry.

PRINCIPLES OF AGRICULTURAL SCIENCE AND TECHNOLOGY (36 WEEKS)

An introductory course that presents students with the foundations of plant and animal sciences. Students will develop skills and knowledge in plant science, soil fertility and conservation, animal science and the agricultural mechanics that relate to these life sciences. Learning experiences will include hands-on experience, field trips, and interviews as well as various classroom and laboratory exercises. Students will also learn leadership skills through an introduction to the FFA and supervised agricultural experience program.

WILDLIFE, NATURAL RESOURCES AND FORESTRY TECHNOLOGY (18 WEEKS)

A broad and diverse study of wildlife habitats, characteristics, natural resources, water quality and forestry management and preservation. This upper level semester course emphasizes the development of knowledge and skills in hunter safety, wildlife management, clay pigeon shooting, tree identification and use of and managing public and private lands for wildlife and forestry.

TECHNOLOGY OF AGRICULTURAL MECHANICS (18 WEEKS)

The focus of this course on mechanization will be advanced skills development. Concentration will be on laboratory experience in metals, building, electrical and machinery technology. Students will have practical and technical instruction in all phases of agricultural mechanics including robotics, design and simulations. This semester course is primarily designed for students to apply the principles of mechanics and physics to agricultural settings.

MANAGING BUSINESSES IN AGRICULTURE (18 WEEKS)

This advanced level, semester course is designed to emphasize both farm and agribusiness management. Students will have hands on experience with computers and will manage two simulated agricultural businesses. Learning opportunities will concentrate on the areas of credit, money management, marketing, and tax and business planning. Students will apply the principles of business management to operation of a farm and an off-farm business related to one of the occupational areas of agriculture.

HORTICULTURAL SCIENCE AND TECHNOLOGY (18 WEEKS)

This advanced level course is designed to present knowledge and skills in the many areas of horticulture. Instruction will be provided in landscaping, gardening, greenhouse management, and turf grass management. Students will apply knowledge and skills in real life situations to test theory and practice in settings as varied as golf greens, home landscaping, interior design to plantscaping and floral design.

AGRICULTURAL SALES AND SERVICE (18 WEEKS)

A course designed for upper level students interested in the many career opportunities in the largest occupational area of the agricultural industry. This course concentrates on developing skills and knowledge in agricultural sales techniques, advertising, personnel management, interviewing, computer networking, cooperatives and telemarketing. Students will acquire competencies to be applied to real-life situations in agriculture sales and service occupations.

AGRICULTURAL PRODUCTS AND PROCESSING TECHNOLOGY (18 WEEKS)

A course which centers on the products of agriculture and how they are processed into the items we use every day. Students will develop knowledge and skills related to the many processes used to add value to raw products and study ways in which the industry is trying to develop new products through biotechnology. Practical experiences will focus on applying the basic scientific procedures to the development and enhancement of the products of agriculture.

ADVANCED PLANT AND ANIMAL SCIENCE TECHNOLOGY (18 WEEKS)

The focus of this course is to develop management skills. In depth coverage of crop and livestock management, marketing, decision making and problem solving will give students working knowledge of production agriculture to increase profitability and efficiency. Emphasis will be placed on the impact on production agriculture of federal and state regulations and policy as well as the relationships between international and domestic agriculture production, trade, and development.

Source: Iowa Governor's Council on Agricultural Education, 1990.

Components of Quality Agricultural Educational Programs

Source: Iowa Governor's Council on Agricultural Education, 1990.

Components of Quality Agricultural Education Programs

A. Students

1. A Middle School Exploratory Program is available for all students.

    a. The program shall be offered on a short term basis (for example 4.5 or 9 weeks).

    b. Subject matter shall be based on a variety of hands-on practical activities to spark interest in the study of agriculture.

    c. The focus of this short course shall be on the numerous opportunities in the seven general areas of the agricultural industry - - Products and Processing, Sales and Service, Production, Horticulture, Mechanics, Conservation and Natural Resources, and Forestry.

    In addition, students will learn the nine functions around which these occupational areas operate: manufacturing, communicating, financing, selling and servicing, producing, transporting, processing, marketing, and merchandising,

2. A flexible 9th through 12th grade agricultural education program is available to all students - (open entry, open exit).

    a. The program is offered on a year long or semester basis or a combination thereof. The school district will make the decision based on student need and facilities available.

    b. The content is based on program area knowledge and skills centered around the seven occupational areas of agriculture: Products and Processing, Sales and Service, Production, Horticulture, Mechanics, Conservation and Natural Resources, and Forestry with reference to the nine functions around which these general areas operate: manufacturing, communicating, financing, selling and servicing, producing, transporting, processing, marketing and merchandising.

    c. Subject matter grounded in the sciences and technology of agriculture.

    d. Time allotments for agriculture course offerings shall be consistent with regular course offerings in the School District. These time allotments shall meet or exceed state standards (i.e.. 40 minutes per day).

    e. Each student shall be involved in a documented supervised agricultural experience program with a specific purpose, goals and objectives. There shall be one follow-up on-site instructional visit per student per semester, and where appropriate, one follow-up on-site instructional visit each summer depending on student involvement in the day school programs. (i.e.. one semester of classes or two, or short or long-term supervised Agricultural Experience Program).

f. Program offers opportunity to meet the necessary standards (computational, speaking, writing, decision making and leadership knowledge and skills) to be successful for life-long learning including enrollment in formal post-secondary education programs.

g. Some courses or combinations of courses could be used to meet specified science credits provided the teacher of agriculture is certified to teach in a specific science area.

h. Each student has the opportunity to be involved in the local Chapter of the FFA organization.

i. Optimum learning environment - When the teacher of agriculture has contact with 40 students for the day school program the program is considered to be full time, with a maximum load of 60 students. As the numbers of students approaches 60 there is a greater need for providing additional professional resources. Laboratory and regular classroom facilities and equipment must be considered when determining appropriate class size. The rationale for these limits is based on the programmatic requirement for the instructor to conduct follow-up instructional supervision for all students (1 per student per semester, plus one per student in the summer). The instructor is to conduct and supervise monthly FFA activities and either conduct or assist in conducting adult agricultural education courses, workshops or other related activities in the agricultural community.

3. Adult education program available for local patrons.

    a. Adult agricultural education programs shall be (rural and urban) provided based on identified need and in cooperation with other agricultural programs for adults, i.e. Cooperative Extension Service, agricultural organizations, agribusinesses, community colleges and state and federal agricultural agencies.

    b. Adult agricultural education and leadership development programs shall be provided where appropriate, for example involvement in state Young Farmer Educational Association.

B. Professional Educator

1. Degree in Agricultural Education (Teacher Education Program for secondary school certification).

2. Fully certified to teach agriculture in the State of Iowa. An endorsement or full certification in at least one or more science area(s) is encouraged.

3. Has occupational competency as indicated by documented experience in one or more areas of the agriculture industry.

4. Has a written planned program for professional improvement - advanced degrees, inservice program participation etc. Earns at least 3 to 5 graduate/continuing education credits every 5 years.

5. For a full time program, holds a twelve month contract (H.R. 2433) or a minimum contract of 11 months.

6. Develops a working relationship with an actively involved and effective local advisory council which functions by assisting in planning, evaluating and promoting the total agricultural education program.

7. Encourages development of and uses services of local FFA Alumni Association to assist with agricultural education program activities.

8. Develops, conducts and promotes a curriculum based on the seven general and broad-based areas of the agricultural industry.

9. Conducts a community-based program of agricultural education and uses SAE programs and adult education programs to enhance the instructional effort.

10. Uses a variety of instructional strategies in conducting the program.

11. Provides information to others (educators and general public) relative to education about the agricultural industry in Iowa.

12. Develops and utilizes a planned recruitment strategy - i.e.. brochures, programs, etc.

13. Communicates continually with school administrators and counselors regarding information related to course content, scheduling, agricultural career opportunities, FFA activities and SAE programs.

14. Organizes and submits a written annual review of the program's achievements and accomplishments. The report shall be presented to the advisory council, school administration and school board.

C. Course of Study .

1. Courses and/or units shall be based on the seven general areas of the agricultural industry: Products and Processing, Sales and Service, Production, Horticulture, Mechanics, Conservation and Natural Resources, and Forestry.

2. A well planned and up-to-date competency-based curriculum guide (scope and sequenced) is articulated with K-through post-secondary and adult education units. Copies of the written document are available in High School Administrative Offices and the District Office as well as the Department.

3. Curriculum guide explains the Department's Philosophy, Description, Policies for FFA, SAE, Adult Education, Advisory Council and Evaluation. There is a unit outline for every course taught in the department with topic areas and objectives written in measurable terms.

4. The curriculum is focused on the most up-to-date information and outlines the strategies, activities, materials and references used in instruction.

5. The curriculum has infused in it various aspects of FFA, SAE, international and global awareness, basic scientific, economic and business principles and provides the necessary challenges to students that promote learning and thinking about complex problems in agriculture (i.e.. conservation and technology ethics, animal rights, and plant and animal genetics issues).

6. The curriculum incorporates a wide variety of supervised agricultural experience principles, concepts and opportunities.

D. Evaluation

1. A five year follow-up of graduates is conducted to determine job placement, education, program feedback.

2. A yearly program of activities (POA) for the FFA shall be developed, conducted and evaluated by the members of the FFA. Copies of the POA are available in the department office, the principal's office and the office of the superintendent.

3. Goals and objectives for the total program shall be established yearly, approved by the advisory council and evaluated at the end of the school year by the advisory council and school administration.

4. Specific competency achievement by students shall be reported for each course.

5. An annual report of FFA chapter activities shall be submitted for review by the advisory council and school administration.

6. An annual report of supervised agricultural experience programs shall be submitted for review by the advisory council, school administration and the Iowa Department of Education.

E. Public Relations

The Agricultural Education Department of the local school district (including teacher(s), students, the advisory council and alumni groups) should be using the following activities to market the educational programs in agriculture.

1. The department develops and conducts a systematic program of public relations.

2. A variety of public relations activities (such as print media, radio, TV, displays, exhibits, demonstrations or presentations) are presented to focus on FFA activities, supervised agricultural experience programs or other educational programs by the agricultural education department.

3. FFA program of activities, newsletters, brochures, and other materials are distributed to interested individuals including prospective students, parents, guidance counselors, school administrators and community leaders.

4. The course of study guide including complete course descriptions shall be used as a public relations instrument by providing it to prospective students, parents, guidance counselors and agribusiness persons.

5. Periodic surveys are used to gather information about community needs and how agricultural education can serve these needs.

6. Develops and conducts programs to recognize FFA chapter and departmental activities and achievements - including but not limited to annual awards banquets.

7. Students and faculty of agricultural education participate in Career Information Days sponsored by the school.

8. The department conducts special programs to inform general student body, parents, and the public about agricultural career opportunities and agricultural education programs.

F. Facilities

The most effective learning environment allows for the development of a wide variety of student activities appropriate for learning agricultural skills and knowledge. The following information provides a guide for the provision of facilities for quality educational programs in agriculture. Some facilities may be combined to allow for multiple uses.

1. Floor space in square feet - adequate space should be provided for appropriate supervised experiences in laboratories and classrooms*.

	1 Teacher
Office	120 sq. ft.
Classroom	840
Classroom Storage	120
Classroom Laboratory	432
Agri-Business Lab w/Computers	432
Food Processing Laboratory	3000
Ag. Mechanics Laboratory	3200
Laboratory Storage	320
Greenhouse	70 sq. ft. per student
School Land Laboratory	Various
Nursery Laboratory	Various

**Source: Iowa Standards for Vocational Programs.*

2. Adequate tools, equipment, and furniture are provided to meet the needs of the number of students in the program. Local option based on student numbers.

3. State-of-the-Art technology/equipment is provided or made available for observation and use in the department or elsewhere when appropriate to enhance learning.

4. A replacement system for equipment and tools is outlined and carefully followed.

5. The department seeks and uses equipment and tools from all available sources but particularly in cooperation with the Area Education Agency, other local agricultural education departments, and community colleges, etc. when appropriate.

G. Program Finance

1. Teacher's salary pro-rated using standard contract as a base. Summer contract is paid on a per-diem basis pro-rated to the nine month base. To compensate the instructor for extra responsibilities, it may be appropriate in some school districts to provide payment for FFA/Adult Education activities through the master contract/student activity schedule.

2. Travel expense reimbursement shall be paid for making follow-up on-site instructional visits (secondary and adult), and to cover field trips and other educationally-related activities.

3. Appropriate funds are available to encourage attendance at selected professional meetings and inservice education workshops during the year.

4. Curriculum materials are continually being evaluated and updated to fit the needs of the students.

5. Laboratory equipment is continually evaluated, updated or replaced to meet the needs of students and the agricultural industry.

6. Expendable items (consumable supplies) - appropriate levels of supplies are available to adequately teach students to a satisfactory level of competence.

7. Department seeks local business and industry support (in cash or in-kind) to conduct educational programs.

8. Department writes proposals (local, state, national) for grants to fund educational program needs.

9. The local teacher of agriculture and the advisory council works closely with the school district administration to establish a departmental budget for materials, supplies and equipment.

Source: Iowa Governor's Council on Agricultural Education, 1990.

Instructor Resources for an Agriculture Education Program

State of Iowa
DEPARTMENT OF EDUCATION
Bureau of Technical & Vocational Education
Grimes State Office Building
Des Moines, Iowa 50319-0146

PLANNING SUMMER ACTIVITIES FOR QUALITY YEAR-ROUND AGRICULTURAL EDUCATION PROGRAMS

(This is to serve as an example; it may be revised for local use.)

_____ Organize, meet with, and properly utilize an advisory council to actively assist with planning, developing, conducting, evaluating and promoting the Ag Ed program.

_____ Visit homes and meet with parents of prospective students and of those already signed up to enroll in the Agricultural Education program.

_____ Assist students in planning for their supervised agricultural experience programs.

_____ Help students in selecting animals for their supervised agricultural experience programs.

_____ Develop training stations for supervised agricultural experience programs.

_____ Assist students in securing training and employment for supervised agricultural experience placement programs.

_____ Contact employers of students for information on student and program needs.

_____ Provide practical on-site instruction to individual day class students through supervised agricultural experience programs in production agriculture and/or agribusiness.

_____ Assist students in keeping accurate supervised agricultural experience program records.

_____ Supervise and evaluate student supervised agricultural experience programs.

_____ Provide guidance and counseling to students regarding their personal concerns, career choices, education, and supervised agricultural experience program development.

_____ Supervise and utilize demonstration plots, Ag Ed greenhouse, livestock facilities, and other community resources for individual and group projects which strengthen the concept of learning by doing.

_____ Utilize several Ag Ed/FFA activities for occupational competency, leadership, cooperation and citizenship development.

_____ Hold regular, well organized FFA chapter meetings each month.

_____ Work with executive, standing, and special committees; providing necessary assistance to see that FFA chapter activities are properly planned and carried out.

_____ Accompany FFA members to leadership training camps.

_____ Supervise the development/revision of the FFA chapter's program of activities.

_____ Supervise Ag Ed/FFA community service and/or development activities.

_____ Supervise FFA recreational activities.

_____ Train students for various judging teams and participate in selected contests.

_____ Organize an FFA Alumni Affiliate and assist with the development of meaningful activities.

_____ Provide small group and/or large group instruction in adult and/or young farmer programs.

_____ Make instructional visits to adult and/or young farmers.

_____ Inventory Agricultural Education supplies and other instructional materials.

_____ Develop a variety of teaching materials to provide a quality instructional program involving meaningful student activities.

_____ Organize the Ag Ed department equipment, supplies and resource materials for a neat appearing, safe and efficient Ag Ed department.

_____ Develop or reorganize a useful filing system.

_____ Review and revise a written Ag Ed department program of work which is both challenging and realistic.

_____ Keep abreast on current agricultural and educational developments through inservice field days, conferences, publications, audio-visual materials, co-workers in agriculture and education, professional organizations, and community resources.

_____ Attend district, state and regional professional education inservice workshops and other activities.

_____ Attend inservice workshops or credit courses in Agricultural Education subject areas which will help prepare students for future careers.

_____ Develop strong public relations within the local community, with agribusiness persons and other community citizens.

_____ Work cooperatively with other professional agriculturists - extension directors, soil conservationists, farm loan managers, veterinarians, etc.

_____ Provide assistance in conducting county and state fair activities involving FFA members.

_____ Visit Ag Ed/FFA programs in other school districts to gain ideas for improvement.

_____ Prepare an occupational survey of past high school agriculture students.

_____ Evaluate the total Ag Ed/FFA program.

_____ Provide evidence of accountability for utilization of time and accomplishment of objectives. File weekly or monthly instructor activity reports with administrators.

_____ ____

_____ ____

_____ ____

State of Iowa
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Bureau of Technical & Vocational Education
Grimes State Office Building
Des Moines, Iowa 50319-0146

EXPLORATORY AGRICULTURAL EDUCATION SUGGESTIONS

General Statements To Consider:

1. Select topics of benefit to all students (male and female; town, acreage and farm).
2. Provide instruction for a maximum of 3 to 4 days on each specific topic.
3. Use a variety of teaching methods and instructional materials--demonstrations, trips, speakers, audio-visuals, crossword puzzles, etc.
4. Minimize shop-type activities.
5. Include agricultural career opportunities in agribusiness and industry as part of this exploratory program. Expand each student's thinking beyond the local community to include careers on a state, national and international scope.
6. Provide meaningful learning activities each day with much student involvement--individually, small group, or class.
7. Motivate the students at all times using interest approaches, a variety of hands-on learning experiences, student involvement in class activities.
8. Follow strict discipline and be consistent.
9. Offer instruction to each group of students for a 4 to 6 week period of time, or a maximum of 9 weeks.
10. Keep the class size down; develop a rotation-type system for students to participate.
11. Place emphasis on math, science, communication, leadership and employability skills being taught in Agricultural Education.
12. Demonstrate how Agricultural Education helps develop the ability to solve problems and make wise decisions.
13. Empasize the importance of a supervised agricultural experience program.
14. Show students how Agricultural Education teaches them to properly utilize a variety of resources instead of memorization of facts.
15. Demonstrate how computers, biotechnology, and the understanding of international customs and policies are integrated into Ag Ed instruction.
16. Discuss with students the requirements for entrance into a college of agriculture (i.e. math, science, foreign language).
17. Show a true interest in every student.

Suggested Topics of Instruction:

1. **Agricultural Careers**--local, county, state, national, international (3-4 days). Students could give oral reports on an agricultural career, advantages, disadvantages, educational requirements, etc. The instructor could use films, field trips, or a panel. There are some good crossword puzzles (these could

get boring if used too often). Some instructors have had students make a collage of agricultural careers. Also discuss what to look for in selecting a career, how to apply for a job, and how to become a successful employee.

2. **Parliamentary Procedure**--students can see the benefit for learning this as they are generally already involved in meetings (class, church youth, 4-H, Scouts, etc.). They should learn: taps of the gavel, how to be a good chairperson, main motion, refer to a committee, amend, rise to a point of order (5-6 days at the maximum if they are enjoying it; otherwise, less time). Use student demonstrations and exciting items of business for them to discuss.

3. **Crops**--corn and soybean germination comparisons, photosynthesis - light vs. darkness and albino vs. green. (2 days) Students prepare experiments in the Agricultural Education laboratory or greenhouse. Use of crops such as corn or soybeans--livestock feed, food, cosmetics, plastics, paint, etc. Have students bring items from home to class which were processed from corn or soybeans (1 day).

4. **Soils**--formation, texture, color, proper soil sampling, testing for nutrients. Field trip on how to properly take a soil sample.

5. **Terrariums**--discuss how a terrarium relates to plant science; have each student make a terrarium to take home.

6. **Landscaping**--general principles for proper landscaping, identification of common trees and shrubs, selection of trees and shrubs (5-8 days, depending upon their interest). Students make drawings, take field trips, apply principles to home situation.

7. **Care of Livestock**--pigs, lambs or calves; (3 days) iodine on navel, ear notch or other identification, dock tails of pigs or lambs, clip needle teeth of pigs, etc. Students perform skills following instructor demonstrations.

8. **Selection of Livestock**--one species such as beef cattle, sheep, or hogs; (3 days). Use slides, pictures and/or field trip.

9. **Breeds of Livestock**--swine, dairy, or horses because there are not so many different breeds as beef and sheep (1-2 days). Use slides or photos; they must be colored to be effective.

10. **Meat Cuts**--pork, beef and/or lamb (4 days); identification, grades, quality, taste; use color slides or pictures, field trip to local meat market or grocery store, taste samples cooked in the agricultural education classroom.

11. **Concrete**--concrete vs. cement terminology; standard procedures for improving quality; (2 days) make a concrete hog trough or splashboard.

12. **Painting**--how to properly apply paint with a brush and with a sprayer; how to properly clean paint brushes and other paint equipment for later use (2 days). Use demonstrations performed by instructor and/or students.

13. **Telephone Use**--apply to agribusiness occupations (2 days); on proper use of the telephone - how to answer, what to repeat for clarity and accuracy, and how to close conversation. Use telephone system from General or Bell Telephone Companies for training the students.

14. **Check Writing**--how to write checks properly (2 days). Have students practice on sample checks; also take a field trip to the local bank.

15. **Conservation of Soil and Water**--show slides of conservation methods; take a water sample properly and send to a laboratory to be tested.

16. **Computers In Agriculture**

17. **Proper Riding of Horses**

18. **Gardening**

19. **Small Animals**

20. **Tractor-Safety, Home Safety, Chemical Safety, etc.**

21. **Ruminant vs. Non-Ruminant Digestive System**

22. **Importance of Agriculture to Iowa's Economy**

23. **Ag Ed/FFA**--tour of Agricultural Education facilities, 4-year program, supervised agricultural experience, FFA (1-2 days). Have FFA officers speak to students, show slides or video of some supervised agricultural experience programs and FFA activities.

State of Iowa
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Agricultural Education Summer Activity Summary

Month______________________, 19__

School____ Instructor________________________

I. Daily Record (List work for each day of the month)

Date	No. Supervised Ag Experience Visits				Place or Person	Nature of Work	Miles Traveled
	Day	AF	YF	Other			
					TOTAL Supervised Ag Experience Visits TOTAL Enrollment	TOTAL # MILES TRAVELED	

II. Summary of Activities

A. Meetings, Tours, and Trips (indicate whether conducted, cooperated in, attended and number, nature, and attendance)

B. Test Plots and Demonstrations

C. Community Service Work

D. Prospective Enrollment (Indicate whether Exploratory, High School, Young Farmer, Adult Farmer, and number)

E. Organization of Annual Plans, Courses, Equipment, Rooms, and Library

F. Professional Improvement

G. Publicity, Communications, and Individual Conferences

H. FFA Activities

I. Other Undertakings

III. Outline of Plans for the Following Month

Signed ______________________ ____________ ______________________

Instructor Date Superintendent

State of Iowa
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Annual Agricultural Education Worksheet

July 1, 19__ - June 30, 19__

Name of School District (P.O.) ____________________

A. Instructional Program	All Day	COOP	YF	AF	Dept. Total
1. Class Enrollment					
2. Supervised Ag Experience Enrollment					
3. Number of Class Sessions Held					
4. Hours of Instruction Completed					
5. Field Trips					
a. Number conducted					
b. Total attendance					
6. Number of Students with Special Needs Being Served					
7. Advisory Committee					
a. Number on Committee					
b. Attendance					
8. Banquets					
a. Number conducted					
b. Attendance					
9. Number of Publicity Items					
a. Newspaper					
b. Radio and TV					
c. Magazines, bulletins, etc.					
d. Speeches					
e. Other media					
10. Number of Surveys Conducted					
11. Number of On-Site Instructional Visits to Individual Students					

12. Number of on-site instructional visits per month:

July ____ Aug. ____ Sept. ____ Oct. ____ Nov. ____ Dec. ____
Jan ____ Feb. ____ March ____ Apr. ____ May ____ June ____

* Submittal of this report is optional by the local school district. Data submitted will be utilized by the Department of Education to compile summaries, overviews, and background information when working with various publics.

____
Signature of Agricultural Education Instructor

____
Signature of Superintendent or Principal

AG-53

B. Leadership Development

	Local	Sub-district or County	District	State	National
13. Number of Teams Competing:					
a. Ag Commodity Marketing					
b. Agricultural Mechanics					
c. Ag Sales					
d. Dairy Cattle					
e. Dairy Foods					
f. Farm Business Management					
g. Floriculture					
h. Horse					
i. Livestock					
j. Meats					
k. Nursery/Landscape					
l. Soils					
14. Number of Students Exhibiting					
a. Beef Show					
b. Dairy Show					
c. Goat Show					
d. Horse Show					
e. Horticulture Show					
f. Rabbit Show					
g. Sheep Show					
h. Swine Show					
i. Ag Mechanics Technology Show					
15. Number of Students Entering FFA Contests					
a. FFA Creed					
b. Chapter Program					
c. Extemporaneous Speaking					
d. Conduct of Meetings					
e. Parliamentary Procedure					
f. Public Speaking					
g. Ag Sales					
h. Job Interview					
i. Other speaking contests					
j. Secretary's Book					
k. Treasurer's Book					
l. Reporter's Book					
m. Computers in Ag					
n. Agriscience Student					
o. ____________					
p. ____________					
q. ____________					
r. ____________					

B. Leadership Development

		Local	Sub-district or County	District	State	National
16.	Number of students entering foundation & other awards:					
a.	Star Greenhand					
b.	Star Production Chapter Farmer					
c.	Star Chapter in Agribusiness					
d.	State FFA Degrees					
e.	American FFA Degree					
f.	Agricultural Electrification					
g.	Agricultural Mechanics					
h.	Agricultural Processing					
i.	Agricultural Sales and/or Service					
j.	Beef Production					
k.	Cereal Grain Production					
l.	Dairy Production					
m.	Diversified Crop Production					
n.	Diversified Livestock					
o.	Feed Grain Production					
p.	Fiber Crop Production					
q.	Floriculture					
r.	Forage Crop Production					
s.	Forest Management					
t.	Fruit and/or Vegetable Production					
u.	Home and/or Farmstead Improvement					
v.	Horse Proficiency					
w.	Nursery Operations					
x.	Oil Crop Production					
y.	Outdoor Recreation					
z.	Placement in Agricultural Production					
aa.	Poultry Production					
bb.	Sheep Production					
cc.	Soil & Water Management					
dd.	Specialty Animal Production					
ee.	Specialty Crop Production					
ff.	Swine Production					
gg.	Turf & Landscape Production					
hh.	Wildlife Management					

17. ____________ Number of FFA meetings held in past year.

18. ____________ Average attendance at regular FFA meetings.

19. ____________ Number of active FFA members.

C. Meetings, Trips and Activities

No.	Attendance	
		20. Trips & tours conducted (exclude class field trips).
		21. Meetings conducted by instructor (exclude all day, young farmer, and adult farmer).
		22. Meetings conducted in cooperation with others.
		23. Agricultural clinics, seminars, shows conducted.
		24. Group conferences.
		25. Exhibits prepared and displayed.
		26. Other ____________________

D. Community Services Provided:

No. Farmers	Scope	
		27. Animal selection.
		28. Animal, insect, disease identification, control, and sanitation.
		29. Animal production testing, milk sampling, and testing.
		30. Seed selection, germination, cleaning and treating.
		31. Plant disease or insect identification control.
		32. Orchards and gardens (pruning, spraying, etc.).
		33. Weed identification and control.
		34. Well water sampling.
		35. Soil sampling, testing, and fertilizer selection.
		36. Soil conservation and erosion control.
		37. Farm management, records, credit, etc.
		38. Farm safety.
		39. Farmstead planning, electrification, and automation.
		40. Machinery management, selection, adjustment, and repair.
		41. Demonstration plots.
		42. Other ____________________

E. Administrative Procedures:

43. Miles traveled in agricultural education work:

Personal car	School vehicle	
		a. In service area
		b. To called conferences
		c. TOTAL
		44. Number of students with supervised agricultural experience programs.
$		45. Total net income of high school agriculture students.
$		46. Average net income of high school agriculture students.

Check each of the following that apply:

__________ 47. Instructor is employed as a full-time Ag Ed instructor.
__________ 48. Departmental files are organized and up-to-date.
__________ 49. Ag-dex filing system is used.
__________ 50. Records and reports are up-to-date.
__________ 51. Departmental program of work and course outlines are prepared and used.
__________ 52. Agricultural-related occupations instruction is conducted.
__________ 53. (COOP) (Agricultural Occupations Employment Experience) is available.
__________ 54. Number of students placed for agricultural employment experience this year.

55. List businesses cooperating as employment centers for COOP: ____________________

____

56. Describe improvements made in Ag Ed department (attach additional material if needed) building, facilities & equipment: ____________________

____

57. Describe instructional program, materials, etc.: ____________________

____

58. Describe major activities and accomplishments: ____________________

____

____

State of Iowa
DEPARTMENT OF EDUCATION
Bureau of Technical & Vocational Education
Grimes State Office Building
Des Moines, Iowa 50319-0146

Young Farmer Preliminary Worksheet

19___ - 19___

Name of School District ______________________________ Date ________________ 19 ____
Agriculture Course to be taught ____

Date of Class	Topics	Speakers	Resource People

______________________________ ______________________________
Signature of Ag Ed Instructor Signature of Superintendent of Schools

AG-59

State of Iowa
DEPARTMENT OF EDUCATION
Bureau of Technical & Vocational Education
Grimes State Office Building
Des Moines, Iowa 50319-0146

Young Farmer Summary Worksheet
19 ____

Name of School District (P.O.) ______________________ Date ______________ 19 ________

Agriculture Course Taught ______________________________________

______ 1. Number of sessions held.
______ 2. Number of class hours instruction conducted.
______ 3. Number of young farmers/agribusiness persons enrolled: ____Male ____Female
______ 4. Average of attendance.
______ 5. Number of young farmers attending 3 or more lessons.
______ 6. Number of young farmers attending all lessons.
______ 7. Number of instructor visits to the farm or agribusiness.
______ 8. Number of young farmers advancing status in farming or agribusiness.

Date	Attendance	Topics	Names of Speakers or Resource People Used

______________________ ______________________
Signature of Ag Ed Instructor Signature of Superintendent of Schools

AG-61

State of Iowa
DEPARTMENT OF EDUCATION
Bureau of Technical & Vocational Education
Grimes State Office Building
Des Moines, Iowa 50319-0146

Adult Farmer Class in Agriculture Preliminary Worksheet
19 ____ - 19 ____

Name of School District (P.O.) ______________________ Date ______________ 19 ____

Agriculture Course Taught ______________________________________

Name of Meeting Place for Agriculture Class ______________________________

______________ 1. Date course will begin.
______________ 2. Date course will close.
______________ 3. Time class periods will be held.
______________ 4. Check the days the class will meet:
______________ 5. Number on advisory committee.
______________ 6. Number of meetings to be conducted by the instructor.

Mon	Tues.	Wed. Thurs.	Fri.

7. Please give details on following:

Date of Class	Topics	Speakers	Resource People

______________________ ______________________
Signature of Ag Ed Instructor Signature of Superintendent of Schools

AG-63

State of Iowa
DEPARTMENT OF EDUCATION
Bureau of Technical & Vocational Education
Grimes State Office Building
Des Moines, Iowa 50319-0146

Adult Farmer Summary Worksheet
19 ____ - 19 ____

Name of School District (P.O.) ____

Name of Course Taught ____

____________________ 1. Number of sessions held.

____________________ 2. Number of men enrolled in agriculture.

____________________ 3. Number of women enrolled in agriculture.

____________________ 4. Average attendance (add the total sessions attended by each member and divide by the number of sessions in the course).

____________________ 5. Number of persons attending three or more sessions.

____________________ 6. Number of persons attending all sessions.

____________________ 7. Number of visits to farm or agribusiness.

____________________ 8. Number of sessions taught by ag science and technology instructor.

____________________ 9. Number of meetings using speakers or resource people.

10. Give details of Adult Farmer Course:

Date of Meeting	Attendance	Topics	Speakers	Resource People

____
Signature of Ag Ed Instructor

____
Signature of Superintendent of Schools

Standards for Agricultural Education

Recommended Standards for
Agricultural Education Programs in
Secondary Schools in Iowa
Iowa Governor's Council on Agricultural Education
1992

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Standards for Agricultural Education
in
Iowa

This set of standards was developed and approved for use in local Agricultural Education programs in secondary schools in Iowa by the Iowa Governor's Council on Agricultural Education. The following groups and individuals are encouraged to use this document:

* Teachers
* Advisory Councils
* School Boards
* Patrons
* Others with interest in the program

This document is an excellent tool to use at the local level to conduct a self-study of agricultural education programs. Users should use this tool to identify areas of strength as well as areas needing some additional effort. The key is to determine what effort is needed to keep programs strong and identify what strategies will be used to make them so and who will carry out the strategies.

Standards for Agricultural Education

Instructions: Circle the response that best describes the situation in this Agricultural Education program. Use the following scale:

ES = Program Exceeds the Standard
MS = Program Meets the Standard
SNW = Program Needs Work to Meet Standard
DMS = Program Doesn't Meet Standard

1. Up-to-date curriculum guide is available. ES - MS - SNW - DMS
2. Statement of philosophy written for department. ES - MS - SNW - DMS
3. Advisory council evaluates department plan at least twice a year. ES - MS - SNW - DMS
4. Community data and issues used to modify instructional plan. ES - MS - SNW - DMS
5. Validated competencies used as a guide for instruction. ES - MS - SNW - DMS
6. Community resources used in instruction. ES - MS - SNW - DMS
7. Instructional program articulated with other educational programs -e.g.. within school; post-secondary. ES - MS - SNW - DMS
8. There is balance among class time, lab time, field experiences. ES - MS - SNW - DMS
9. In-depth lesson plans are developed and used. ES - MS - SNW - DMS
10. Modern and accurate instructional & reference materials used. ES - MS - SNW - DMS
11. Current journals & agricultural publications available. ES - MS - SNW - DMS
12. Safety instruction given prior to & during land & field work. ES - MS - SNW - DMS
13. School approved transportation provided. ES - MS - SNW - DMS
14. Provisions made for students with special needs. ES - MS - SNW - DMS
15. Experiential learning program provides desired special experiences. ES - MS - SNW - DMS
16. Instructor provides supervision for experience programs. ES - MS - SNW - DMS
17. A preparation period is provided the teacher. ES - MS - SNW - DMS
18. SAE experience programs are recorded to gauge progress. ES - MS - SNW - DMS
19. Students engaged in appropriate SAE programs. ES - MS - SNW - DMS
20. Students keep accurate & complete SAE records of experience. ES - MS - SNW - DMS
21. Leadership & personal development activities are an integral part of Agricultural Education program. ES - MS - SNW - DMS
22. All agricultural education students are given the opportunity to be members of FFA. ES - MS - SNW - DMS
23. Members of the FFA Chapter are given the opportunity and encouraged to be involved in FFA activities at all levels - local, district, state, national. ES - MS - SNW - DMS
24. Enrollment policies permit flexible entry and withdrawal. ES - MS - SNW - DMS
25. Instructor visits prospective students & their parents/guardians. ES - MS - SNW - DMS
26. File maintained for each student enrolled & chart progress. ES - MS - SNW - DMS
27. On-going public relations program conducted. ES - MS - SNW - DMS
28. Cooperative working relationship developed with community leaders and advisory council. ES - MS - SNW - DMS
29. Adequate facilities & equipment provided as determined by local need. ES - MS - SNW - DMS
30. Current state & federal safety regulations met. ES - MS - SNW - DMS
31. Adequate storage space provided as determined by local needs. ES - MS - SNW - DMS

32. Departmental office provided near classroom/laboratory. ES - MS - SNW - DMS
33. Land laboratory provided and used in program as determined by local need. ES - MS - SNW - DMS
34. Professionally trained and certified teacher employed. ES - MS - SNW - DMS
35. Instructor employed on an extended contract. ES - MS - SNW - DMS
36. Provisions are made in program for individual student differences. ES - MS - SNW - DMS
37. Instructor active in local civic organizations. ES - MS - SNW - DMS
38. Instructor active member in professional educational activities, e.g.. IVATA, IVA, NVATA. ES - MS - SNW - DMS
39. Instructor involved in in-service education programs. ES - MS - SNW - DMS
40. Secretarial services provided to meet needs. ES - MS - SNW - DMS
41. Active advisory council has written operational procedures. ES - MS - SNW - DMS
42. Adequate financial support provided as determined by local need. ES - MS - SNW - DMS
43. Financial records maintained for the department. ES - MS - SNW - DMS
44. Instructor assists in placement and follow-up of graduates. ES - MS - SNW - DMS
45. Advisory council assists in planning program for department. ES - MS - SNW - DMS
46. Instructor and school administrators meet annually to formally review program. ES - MS - SNW - DMS
47. Job description developed for instructor. ES - MS - SNW - DMS
48. Department has planned summer program on file. ES - MS - SNW - DMS
49. Minimum of 3 supervisory visits/contacts made per student per year. ES - MS - SNW - DMS
50. Annual report of SAE/FFA and any other programs (e.g.. adult) prepared and presented to local school authorities with copies sent to state department of education. ES - MS - SNW - DMS
51. Program meets minimum requirements of state mandated competency - based education. ES - MS - SNW - DMS
52. Additional professional services are provided program when & where needed as prescribed by local needs. ES - MS - SNW - DMS
53. Science, math and communication knowledge and skills are integrated into the agricultural curriculum. ES - MS - SNW - DMS

Comments: ______________________________

____

____

Name ______________________________
Person Conducting Review

Title ______________________________

Date ______________________________

Standards for Supervised Agricultural Experience Programs

______ 1. Program recognizes SAE as an effective teaching/learning approach.

______ 2. Program provides instruction to students about SAE programs.

______ 3. Program involves key people in SAE activities - students' parents, teachers, employers, role models, school administrators.

______ 4. SAE is utilized in classroom instructional program.

______ 5. SAE activities provide for small group and individualized instruction.

______ 6. Students keep neat and accurate records of SAE activities.

______ 7. Student pride in SAE activities is developed by recording accomplishments in records, photos and displays.

______ 8. SAE provides opportunity for starting a business, developing and using entrepreneurship skills.

______ 9. SAE activities and student progress are evaluated on an on-going basis.

______ 10. Student-centered learning in the SAE program is developed by listing skills and knowledge/ competencies to be learned in the experience.

______ 11. Program informs the public of student accomplishments in SAE activities via selected media.

______ 12. Instructor provides systematic supervision for SAE programs by meeting with students at the site of experience two to three times a year.

______ 13. Program identifies and documents competencies learned and practiced in SAE programs by keeping complete records.

______ 14. Program records and promotes teacher activities relative to conducting follow-up of student SAE programs - i.e.. follow-up records on file.

______ 15. Every student taking an agricultural education course (semester or year long) has a SAE program.

______ 16. SAE programs in the school reflect the diversity of the student population enrolled in agricultural education program.

______ 17. SAE programs supplement and build on the formal instructional program.

______ 18. Students apply for awards programs in FFA based on SAE program.

______ 19. SAE programs are characterized by the growth and expansion of experiences.

______ 20. SAE programs are assessed by advisory council members, administrators and teachers.

______ 21. SAE program activities are reported in summary form to the appropriate local and state leaders in agricultural education.

______ 22. Annual departmental report includes accomplishments (goals met) in SAE.

Iowa Governor's Council on Agricultural Education
Adopted 6/4/91

Standards for FFA Chapter Activities in Agricultural Education

______ 1. Chapter has a complete set of officers.

______ 2. Chapter follows all state and national association guidelines to be fully recognized as an active chapter.

______ 3. All students have the opportunity to be members; membership is open to all regardless of race, religion, gender, national origin.

______ 4. Chapter develops an annual Program of Activities which is printed and distributed to the membership.

______ 5. Chapter has a standing council in each of the 12 program areas.

______ 6. FFA Activities are intra-curricular and there is evidence that FFA is tied to the curriculum.

______ 7. FFA Chapter participates in district, state, national and international activities available in the organization.

______ 8. Chapter recognizes achievement by individual members and/or groups of members via a systematic awards program during an Annual Parent-Member Banquet.

______ 9. Chapter activities are publicized via available media.

______ 10. There is a systematic plan to teach cooperation, citizenship and leadership skills via the FFA.

______ 11. Each student in the FFA is enrolled in agricultural education courses or has recently completed a full curriculum in agricultural education.

______ 12. Chapter participates in and conducts a Building Our American Communities Program (BOAC).

______ 13. Chapter has regular monthly meetings in which organizational official ceremonies are conducted.

______ 14. Chapter cooperates with other organizations in the school and community.

______ 15. Chapter members follow the FFA Code of Ethics.

______ 16. Chapter develops and follows a systematic plan for financing chapter activities.

______ 17. Chapter activities enhance the instructional program.

______ 18. Community resources are utilized to further chapter goals and provide a sense of "community" to members.

______ 19. All materials necessary to conduct FFA Chapter activities are available to members... i.e. handbooks, manuals, paraphernalia.

______ 20. FFA Chapter is assisted by FFA alumni in the community.

______ 21. Chapter participates in appropriate contest activities.

______ 22. FFA Chapter is a highly recognized organization in the school district.

______ 23. Chapter conducts a planned membership recruitment program.

______ 24. School Administrators are involved in FFA activities.

______ 25. A full annual report of FFA activities is presented to the Advisory Council and School Administrators.

Iowa Governor's Council on Agricultural Education, Adopted 9/17/91

Vocational Student Organizations

Vocational-technical educators have long recognized the importance of providing students personal and professional leadership development competencies that complement the job specific knowledge and skills needed for entry and successful progression in a particular career field. The vocational student organization (VSO) has evolved as the instructional strategy to provide students with personal and professional leadership development. The ten (10) national vocational student organizations that are recognized by the United States Department of Education are:

Business Professionals of America
DECA - Delta Epsilon Chi
Future Business Leaders of America - Phi Beta Lambda
National FFA Organization
Future Homemakers of America
Health Occupations Students of America
National Postsecondary Agricultural Student Organization
National Young Farmers Education Association
Technology Student Association
Vocational Industrial Clubs of America

Vocational student organizations (VSOs) provide a unique program of career and leadership development, motivation, and recognition for middle/junior high, secondary, postsecondary, adult and collegiate students enrolled in vocational-technical education programs. The VSO is a powerful instructional tool that works best when integrated into the vocational-technical curriculum.

VSOs Reinforce Workplace Basics

While employers say that the most important skills for any employee are the "basics"--reading, writing and arithmetic, they want much more. In addition to the vocational skills needed for entry level employment and advancement, employers express the need for a workforce that is capable of:

- knowing how to learn
- reading, writing and computation
- communicating effectively
- creative thinking and problem solving
- personal management
- group effectiveness
- setting personal and career priorities

Active participation in a VSO helps students achieve these characteristics making them more attractive to employers, and better able to compete in the market place for success in their chosen careers.

The VSO: An Instructional Strategy

VSOs are extremely effective "instructional tools" when used properly. VSO activities are integral to vocational-technical education and most effective when they:

a. are strategies used to develop, improve, and expand occupational competencies increasing the relevance of instruction;

b. are an extension of the classroom and laboratory instructional program which enriches and enhances student learning;

c. provide organized activities for students to gain personal and leadership knowledge and skill making them more employable and preparing them to assume positive roles in the home and community;

d. demonstrate goals and purposes which parallel the philosophy of vocational-technical education and its service areas within the program;

e. provide realistic learning experiences in an organized program which are directly related to the preparation of individuals for employment in careers and preparation for their role as family members and citizens.

The VSO Chapter - Developing Leadership Competencies

Early studies determined that leadership at secondary and postsecondary levels was "predictive of later leadership in adult business and social activities." It was further found "that leadership in student led activity was more highly related to various criteria for adult success than were scholarship or academic achievement" (Base, 1981). The VSO chapter is not intended to replace the classroom or laboratory, but rather to supplement them, thus providing students the opportunity to develop leadership competencies in addition to the knowledge and skills they are learning in their vocational-technical education program.

Integrating Competitive Events into the Educational Program

Most VSOs offer a competitive events program. The competitive events program has several purposes. Among them are:

- motivate students
- assist students in developing confidence in themselves and their occupational knowledge and skills
- develop self esteem
- refine occupational knowledge and skills
- develop individual and group leadership skills

The competitive events program of the VSO is an effective instructional tool to achieve the above and as a result, help students be more effective in their chosen career field. Competition is the means by which these goals are achieved, not the end or sole purpose of the activity. Likewise, the medallion, plaque or trophy the student might win is an added incentive, but not the purpose of the competition.

Competitive events can also help vocational education programs attract more students to their respective career fields, as well as encourage excellence in individual and team performance. Classroom and laboratory grades alone will not always motivate the student to give her or his very best and or achieve in their chosen career.

Competition also prepares vocational students for a highly competitive and demanding workforce. Graduates from vocational programs must have a competitive spirit if they are to advance within their chosen career fields. VSO members will have the opportunity to gain this "competitive edge" if they have participated in the competitive events program sponsored by the ten vocational student organizations. In the tradition of the Olympics, "you get the best from yourself when you give the best of yourself."

Summary

All students enrolled in a vocational-technical education program may also be actively involved in their respective VSO. To achieve this goal it is essential that vocational-technical instructors and school administrators understand the nature and purpose of the VSO. The VSO can greatly enhance the ability of the graduate of the vocational program to enter and advance in employment, as well as be a productive member of society. As a result, the vocational-technical education instructor should plan to integrate the VSO into the curriculum as it is being planned and developed.

Vocational Education is defined as "organized educational programs which are directly related to the preparation of individuals in paid or unpaid employment...and vocational student organization activities as an integral part of the program."
--Carl D. Perkins Vocational Education Act of 1984

Vocational Student Organizations in Agriculture

The Mission

Recognized as integral to the vocational education programs in agriculture, three (3) national vocational student organizations (VSO) are recognized by the U.S. Department of Education. These organizations (the National FFA Organization, the National Postsecondary Agriculture Student Organization, and the National Young Farmer Education Association) provide a unique program of career and leadership development, motivation and recognition exclusively for secondary, postsecondary, and adult students enrolled in vocational education programs.

VSOs are not "clubs" to which only a few vocational students belong. Rather, a VSO is a powerful instruction tool that works best when it is integrated in the vocational curriculum and classroom by a vocational instructor who is committed the development of the total person.

The Chapter - A Leadership Laboratory

The VSO chapter is actually a "leadership laboratory." In academic subjects, labs are used to reinforce scientific theories and principles. In agricultural education programs, the "chapter is the lab in which students can develop leadership skills and the chapter advisor (the agricultural education instructor) can test and evaluate the students' abilities to serve in future membership and leadership roles in their chosen career".

Early studies determined that leadership in high school and college was "predictive of later leadership in adult business and social activities." It was further found "that leadership in student led activities was more highly related to various criteria of adult success than were scholarship or academic achievement." In other words, "leadership rather than scholarship was the best predictive of later leadership." (Base, 1981)

National FFA Organization (FFA)

FFA is a national organization of students preparing for careers in the science, business and technology of agriculture through programs of agricultural education in public schools. The FFA consists of local chapters, state associations and the national organization. Over 400,000 active members belong to 7,500 chapters located in all 50 states, the District of Columbia, Puerto Rico, and the Virgin Islands. Organized in 1928, the FFA received a federal charter from Congress in 1950 making it an integral part of public education in agriculture and unique among vocational student organizations.

The Iowa FFA Association was chartered with the National FFA Organization on September 9, 1929. The state association has over 9,000 active members in its approximately 235 chapters in Iowa public high schools.

Activities, honors and award programs complement agricultural education by providing students with incentives and practical experiences in the application of knowledge acquired through class and laboratory instruction. Developing agricultural leadership, cooperation, and citizenship are FFA's primary objectives. FFA's philosophy of personal growth is captured in its motto, "*Learning to Do, Doing to Learn, Earning to Live, Living to Serve.*"

National Postsecondary Agricultural Student Organization (PAS)

The National Postsecondary Agricultural Student Organization is a student organization associated with agriculture, agribusiness, horticulture and natural resources offerings in postsecondary institutions offering associate degrees or vocational diplomas and/or certificates. It is an integral part of the postsecondary instructional program and is designed to help postsecondary agricultural students explore occupations, set educational objectives, and carry out a plan to meet these objectives. Participation in PAS enables members to recognize the value of postsecondary vocational technical education; obtain guidance in making career decisions; identify and acquire skills needed for a successful career in agriculture, agribusiness, horticulture and natural resources; develop leadership and management abilities; develop character, citizenship and patriotism; coordinate and cooperate with educational, professional and service organizations; cooperate with students in other curricular areas; and gain recognition for outstanding service to and achievement in the organization. The National Postsecondary Agricultural Student Organization was organized in 1980 and has around 60 chapters in 13 states with a current active student membership of around 1,500.

National Young Farmer Education Association (NYFEA)

The National Young Farmer Educational Association is the vocational student organization for those adults enrolled in agricultural education. Though young farmer chapters have been active on the local and state level for many years, a national association was incorporated in 1982. At the present time, the national association involves twenty-four (24) state associations and 25,000 members.

The Iowa Young Farmer Educational Association is governed by a twelve (12) member board with ten (10) student members. The Iowa Department of Education provides the state association with an advisor who is an agricultural education consultant in the Division of Community Colleges.

Local chapters are chartered in secondary schools as a part of the Agricultural Education Department's adult and continuing education program. The students in these programs are adults who are actively engaged in farming or a related agricultural career. The program at the local level provides educational meetings, seminars, leadership development opportunities, and recreational and social activities.

State Role

The Iowa Department of Education is responsible for identifying the appropriate staffing and staff functions in order to meet national guidelines for VSO affiliation and state plan objectives for the VSOs. To facilitate the integration of VSO activities into the local agricultural education programs, the state department provides the following types of support:

a. encourages the implementation of VSO in all agricultural education programs at the secondary level;

b. provides administrative support to the state association of each VSO;

c. provides a state advisor, who has agricultural education program experience and professional tenure and expertise, to manage the state associations. The state advisors are state staff members responsible for programmatic leadership in the statewide agricultural education program area;

d. provides expense incurred in managing the state association, including postage, printing, office space, and clerical support;

e. provides meeting rooms, storage space and interdepartmental support services for the state association;

f. provides administrative support that enables the state association and state advisor to operate according to the state and national constitutions and by-laws and within state policies and guidelines;

g. provides administrative support that enables local chapters and advisors to operate according to the local, state, and national constitutions and by-laws and within state policies and guidelines;

h. publishes handbooks and newsletters that communicate the policies and guidelines of the local, state, and national organizations;

i. sponsors local, district, and state meetings/conferences;

j. conducts in-service training for chapter advisors;

k. conducts officer training workshops for local, district, and state officers;

l. encourages the use of sound fiscal management policies and guidelines to ensure compliance with accepted accounting practices and sound association management;

m. works closely with local vocational administrators and instructors to gain the most from the agricultural education program and the VSO;

n. encourages agricultural education teacher educators to conduct pre-service and in-service courses to increase the effectiveness of the VSO when integrated into the agricultural education classroom;

o. works closely to the national VSO organizations in developing and completing a meaningful program of activities for the organization at local, state, regional, and national levels; and,

p. seeks creative and innovative approaches to remove those barriers that reduce the effectiveness of the VSO.

Local Role - Chapter Advisor

The effectiveness of the VSO is greatly dependent upon the local chapter advisor. Without dedicated, committed, and student-oriented agricultural education instructors, VSOs would not be able to make a positive impact on students. Since VSOs are integral to the agricultural education program and curriculum, agricultural education instructors should:

a. understand the significance of the VSO in achieving the goals of agricultural education;

b. develop, refine. and evaluate materials, methods and techniques used by local, state, and national organizations;

c. be adaptive, innovative, and creative in management of the VSO;

d. encourage all students to be active members of their respective chapter,

e. allow the chapter to be student-led rather than instructor-led;

f. seek support groups that can facilitate VSO and agricultural education activities;

g. unite all students that are enrolled in the agricultural education program as members of the VSO chapter,

h. actively promote agricultural education and VSO in the community;

i. provide a learning environment that will complement and reinforce rather than compete with or duplicate agricultural education classroom training;

j. work cooperatively with students and academic teachers in developing skilled leaders;

k. permit students to learn from both successful and unsuccessful activities;

l. help chapter leaders administer the program of activities;

m. be current with all organization related policies, documents, publications, procedures, etc.;

n. assist with the fiscal management of the VSO chapter,

o. review the agricultural education curriculum and determine how best to fully integrate VSO activities into the classroom;

p. encourage students (members) to employ group consensus making principles to overcome difficult problems facing the chapter,

q. encourage members to elect an officer team that is able and willing to provide leadership for the chapter,

r. assist in the development of an effective officer team;

s. facilitate the development of a meaningful program of activities that will guide the chapter through the membership year,

t. encourage all members to take full advantage of the benefits of VSO membership;

u. encourage all members to participate in the local, district, state, and national competitive events program;

v. facilitate participation in local, district, state and national competition;

w. help members plan, organize, and conduct fund-raising projects to finance chapter activities not supported by school funds;

x. use the chapter as an instructional tool to develop and refine leadership and followership skills;

y. encourage parents to get involved in chapter projects and activities;

z. secure approval from local, state and national agencies when appropriate;

aa. provide on-going counsel and advice to chapter members and officers; and,

ab. provide advice, support and service to the state and national VSO organization.

Local Role - Local Administrators

It is difficult, if not impossible, for agricultural education instructors who serve as VSO advisors, to effectively integrate VSO activities into their classrooms and curriculum without local administrative support. For the VSO to be a successful learning experience and a powerful instructional tool, local administrators should:

a. encourage agricultural education instructors to integrate VSO into their agricultural education programs;

b. encourage all agricultural education students to actively participate in local, state, regional and national VSO activities;

c. provide support and recognition for agricultural education instructors that serve as chapter advisors;

d. provide adequate financial support for VSO chapters and advisors;

e. encourage all VSO chapters, members and advisors to take full advantage of the benefits of membership in the national VSO organization;

f. be fully informed about VSO activities conducted at local, district, state, and national levels;

g. publicize individual, team, and chapter accomplishments within agricultural education, the school and community;

h. participate in VSO sponsored activities, meetings, and projects;

i. encourage coordination of VSO activities in the school and community;

j. maintain open communication with the VSO chapter and advisor,

k. monitor VSO activities to determine that they complement, rather than control the instructional program;

l. review VSO chapter's program of activities; and,

m. recognize and reward outstanding contributions to VSO by the chapter advisor.

Chapter Program of Activities

The chapter program of activities includes all those activities in which members want to be involved. It is important that the program of activities be based upon the collective interests of the total membership. "Students will support what they help create" is a valid principle. If the chapter officers and chapter advisor design the program of activities, chapter members may not be committed to the planned activities. By involving all members in the development of the program of activities, the activities will receive greater acceptance by the entire chapter membership.

State FFA Leadership Conference and National FFA Convention

The Iowa FFA Leadership Conference held annually in the spring is an excellent motivational tool that can be used to encourage agricultural education students to excel. Most students want recognition and the FFA provides numerous opportunities through participation in competitive events; serving as a voting delegate; seeking an elected state office; attending the state conference as a delegate; participating in workshops and career-oriented tours; etc. Students who attend the state leadership conference should be those who have earned the right through chapter participation and individual or team performance.

The National FFA Convention, held annually in Kansas City, in conjunction with the American Royal livestock show is the highlight of the year for FFA members and advisors - with dynamic general sessions, informative business sessions, nationally known speakers, career-oriented tours and displays, competitive events, awards, recognition, and much more. The national convention attracts the very best FFA members and advisors for 3-4 days of testing, learning, and recognition.

National Postsecondary State Meeting and National Convention

PAS activities in Iowa consist of local community college activities and competitive events, state fall and spring conferences and approximately 6-8 state officer and senate member meetings per year. The focus of the Iowa activities is the development of leadership skills by cooperating and conducting workshop activities and competitive events with the various industries and businesses in agriculture. All activities are based on practical applications for employability and advances in agricultural careers.

Iowa's PAS students and instructors were one of the charter members of the national association and has been the recipient of several national officers, numerous honors, and has held key leadership roles in the organization.

Iowa Young Farmer Winter Institute and National Young Farmer Institute

The Iowa Young Farmer Winter Institute is the annual meeting of the Iowa Young Farmer Educational Association. The Institute is a one and a half day event which consists of educational seminars and tours, association business sessions, farm business management contest, motivational speakers, meal functions, and entertainment.

The National Young Farmer Institute is a four and a half day event which consists of tours, educational seminars, trade show, Spokespersons for Agriculture Contest, farm business management contest, nationally known speakers and national association business sessions. The Institute is held in a different state each year, alternating east and west of the Mississippi River. Member states bid for Institute and selection is made by the delegate body three years in advance of the event.

Summary

After completion of their education, graduates are thrust into a highly competitive labor market. Success will be enjoyed most by those who possess the "competitive edge" that participation in a VSO provides. Agricultural education and VSOs provide students with the leadership and membership skills needed to achieve higher levels of personal and career success in adult life.

Reference: VOCATIONAL STUDENT ORGANIZATIONS, prepared by National Coordinating Council For Vocational Student Organizations, April, 1990

Model Programs for Business Education

Developed by Program Management Committee

Program Management Guide
Business Education

Program Management Committee

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BUSINESS EDUCATION

Mission

The mission of Business Education is to ensure that all individuals have access to an education which provides opportunities to prepare for successful career entry, advancement, and/or continued education. Business Education must meet the current and future personal and professional needs of students.

In preparing students and retraining workers for a changing work environment, business education provides opportunities to promote flexibility and adaptability in meeting new challenges. In addition, business education will continue to maintain a human perspective in a technological environment.

These lifelong learning skills will empower all students for the choices and challenges of the 21st Century.

Curriculm

Business education classes provide students with the information and skills needed to enter the work force either immediately after graduation or after pursuing further education.

A business education curriculum provides a strong foundation in such traditional areas as accounting, basic business, business communication, business law, consumer economics education, data and information processing, economics, management, marketing, and office support systems. These areas will continue to be an important part of the curriculum, although some will need to be presented using different delivery systems such as microcomputers, modular course offerings, interactive video, and software simulations.

Because of the rapid growth in entrepreneurship, the business curriculum must provide more opportunities to develop the knowledge and skills needed to establish and manage a business.

Benefits

Business education courses provide students with many benefits. These courses teach workplace basics, career awareness, job training, higher order thinking skills, interpersonal skills, and lifelong learning. Some specific examples include:

- Basic personal skills such as: personal financial management; understanding of various types of insurance; understanding of basic business contracts; ability to complete job applications and basic forms; calculate interest; type reports; interact with computers.
- Preparation for entry into employment and advancement opportunities within the workplace for all careers.
- Interpersonal skills of leadership, team work, employee relations, self-esteem.
- Communication skills of effective writing, grammar/spelling/punctuation, correct document format, verbal and nonverbal communication.
- Economic understanding of economic systems, concepts, terms, and world economies.
- An appreciation for the role of business operations and work ethics.
- Basic skill development for better performance academically through application courses.

Design of this Guide

This guide is designed to provide a school with business curriculum options to meet the Iowa Vocational Standards. The Model Programs provided illustrate possible sequencing of course offerings. However, each school will need to select the sequencing which best meets students' needs.

Sample Models

- The articulation model provides a sample of minimum courses in general business, office, and accounting which may articulate into post secondary programs. The post secondary listings suggest possible courses for the first year and second year of a program in each area.
- Model 1 includes all general business courses, with elaboration for elementary and middle school units.
- Model 2 identifies a quality program with a moderate offering of courses.
- Model 3 provides a minimum offering of six semester hours for either a four-year high school or a three-year high school.
- Model 4 suggests possible coring of identified courses.

Competencies

The first listing of competencies includes the required minimum competencies identified by the Business and Technical Committee as well as suggested additional competencies. The minimum competencies are identified by number and bold type. The suggested additional competencies are identified alphabetically. The first listing of the competencies identifies three major areas which suggest where the individual competencies could be met. To provide an understanding of courses included in each of the three areas, a listing of generic course titles follows:

General Business

Intro to Business/General Business
Business Law
Business Communications
Computer Classes-Program. & Lit.
Employment Skills/World of Work
Consumer Economics
Business Math
Management
Entrepreneurship
Marketing

Office

Keyboarding/Typing
Business Procedures
Shorthand/Notetaking
Business Machines
Computer Applications
  WP, DP, SS, DTP, GR
Word Processing
Text Editing
Business & Office Related
Business & Office Preparatory
On-the-Job or Simulated Experience

Accounting

Accounting I
Accounting II
Recordkeeping
Finance

[The category where an individual school places a course may vary.]

Infusion areas and academic areas have been provided for the numbered competencies identified by the Business and Technical Committee. These infusion and academic areas also apply to the additional competencies listed for each key competency. The infusion areas include:

CR = Career
GL = Global
LS = Life Skills
TC = Technical
CM = Communication
HT = HOTS (Higher Order Thinking Skills)
MC = MCNS (Multi Cultural Non Sexist)

The academic area abbreviations included:

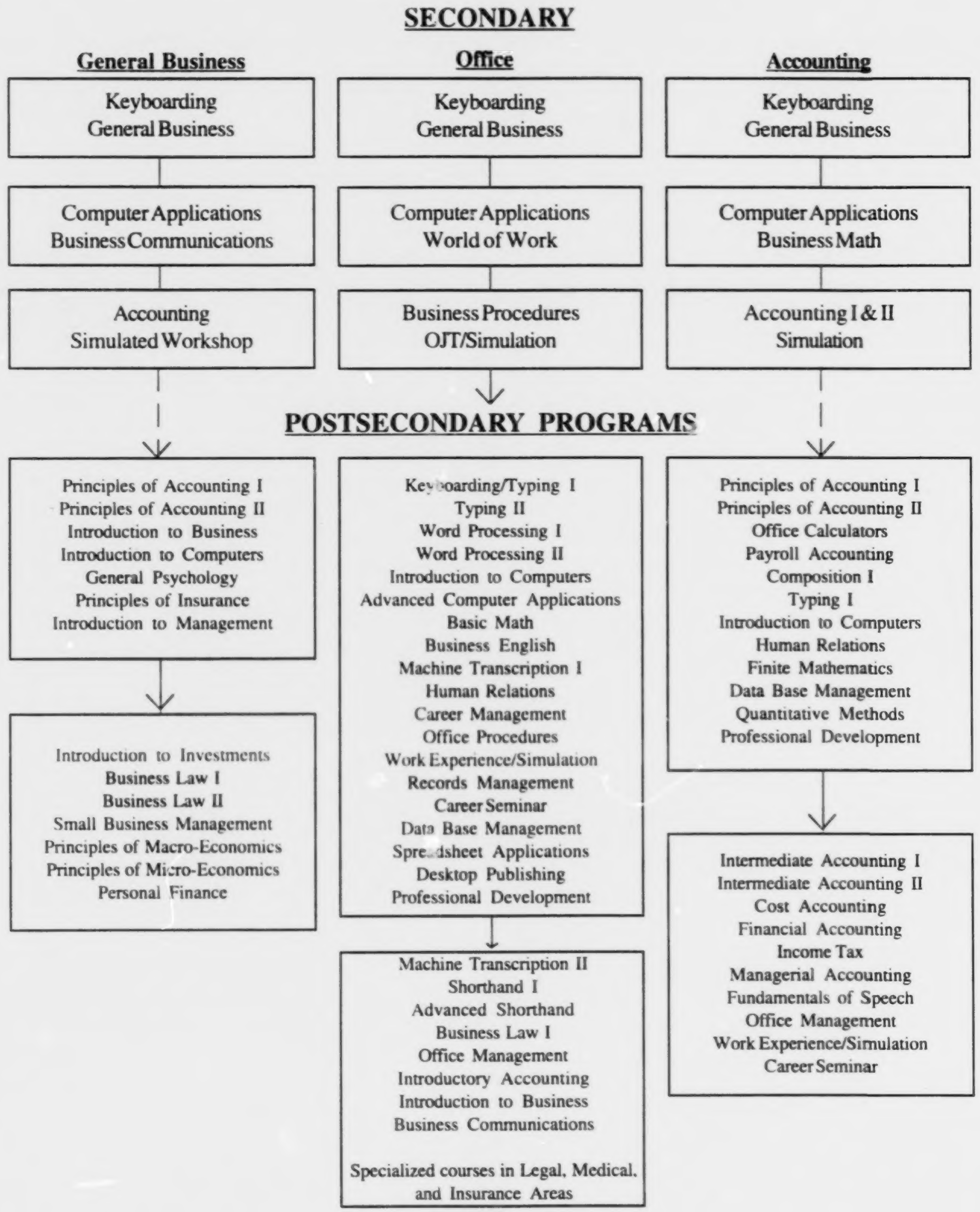
LA = Language Arts
SC = Science
FE = Free Enterprise
MA = Math

The second listing of the competencies is an example of ten courses where the competencies could be taught in the curriculum. Each school will select the courses that will enable them to provide a quality program. Suggestions are provided to indicate where each competency could be (I)ntroduced, (D)eveloped, and/or (R)eviewed or mastered in the identified courses.

Professional Organizations

The section on Professional Organizations identifies numerous organizations that provide business educators an opportunity for professional growth. Also included is a brief description of each organization. The information on professional organizations is taken from the Iowa Curriculum Guide for Business Education.

Minimum Offering Programs
Articulated into Postsecondary Programs



SECONDARY

General Business

Keyboarding
General Business

Computer Applications
Business Communications

Accounting
Simulated Workshop

Office

Keyboarding
General Business

Computer Applications
World of Work

Business Procedures
OJT/Simulation

Accounting

Keyboarding
General Business

Computer Applications
Business Math

Accounting I & II
Simulation

POSTSECONDARY PROGRAMS

Principles of Accounting I
Principles of Accounting II
Introduction to Business
Introduction to Computers
General Psychology
Principles of Insurance
Introduction to Management

Introduction to Investments
Business Law I
Business Law II
Small Business Management
Principles of Macro-Economics
Principles of Micro-Economics
Personal Finance

Keyboarding/Typing I
Typing II
Word Processing I
Word Processing II
Introduction to Computers
Advanced Computer Applications
Basic Math
Business English
Machine Transcription I
Human Relations
Career Management
Office Procedures
Work Experience/Simulation
Records Management
Career Seminar
Data Base Management
Spreadsheet Applications
Desktop Publishing
Professional Development

Machine Transcription II
Shorthand I
Advanced Shorthand
Business Law I
Office Management
Introductory Accounting
Introduction to Business
Business Communications

Specialized courses in Legal, Medical, and Insurance Areas

Principles of Accounting I
Principles of Accounting II
Office Calculators
Payroll Accounting
Composition I
Typing I
Introduction to Computers
Human Relations
Finite Mathematics
Data Base Management
Quantitative Methods
Professional Development

Intermediate Accounting I
Intermediate Accounting II
Cost Accounting
Financial Accounting
Income Tax
Managerial Accounting
Fundamentals of Speech
Office Management
Work Experience/Simulation
Career Seminar

Model Business Education Program

Option 1 - All General Business Courses

Elementary Business Education

Keyboarding (15-20 hours per year - beginning 3rd or 4th grade)
Integrated units of Mathematics, Communications,
and Human Relations
(See next page)

Middle/Junior High School Business Education

Keyboarding/Typing (Semester/year)
Computer Literacy/Applications (Semester)
Career Exploration (Unit or semester)
Societal Skills (Unit)
(See next page)

High School Business Education

9th Grade	10th Grade	11th Grade	12th Grade
Computer Literacy	Computer Applic.	Accounting I	Accounting I
Intro to Business	Computer Literacy	Business Communications	*Accounting II
Keyboarding	Formatting/Text Editing	Business Law	Business Communications
Word Processing	Intro to Business	Business Math	Business Law
	Keyboarding	Bus & Office Prep	Business Math
	Recordkeeping	Business Procedures	Bus & Office Prep
	Word Processing	Computer Applications	*Bus. & Office Ed. Related
		Computer Programming	Business Procedures
		Computer Shorthand	Computer Applications
		Consumer Economics	Computer Shorthand
		Formatting/Text Editing	Computer Programming
		Keyboarding	Consumer Economics
		Machine Trans.	*Entrepreneurship
		Marketing	Formatting/Text Editing
		Notetaking	Keyboarding
		Recordkeeping	Machine Trans.
		Shorthand	Marketing
			Notetaking
			Recordkeeping
			Shorthand

* Indicates courses generally offered at one grade level only. All other courses are offered to students of varying grade levels.

Employment &/or Postsecondary Specialization

Model Business Education Program
Elementary - Middle School
(Units to be Included)

Elementary Business Education

- Keyboarding (15-20 hours per year beginning 3rd or 4th grade)
    - Introductory touch method of alphabetic keys

- Integrated Units of:
    - Mathematics
        - making change
        - using calculator
        - estimating skills
        - applying arithmetic skills
        - solving problems
    - Communications
        - giving and receiving directions
        - listening
        - speaking (verbal communications)
        - using grammar skills
        - using the telephone
        - proofreading and notetaking
        - using nonverbal communications

Middle/Junior High School Business Education

- Keyboarding/Typing (semester/year)
    - Touch method of alphabetic and numeric keyboard
    - Introductory formatting

- Computer Literacy/Applications (semester)

- Career Exploration (unit/semester)
    - salaries
    - availability
    - job requirements
    - training
    - application process
- Societal Skills
    - community awareness
    - economics
    - consumerism
    - human relations skills

Model Business Education Program

Option 2 - Quality Program with Moderate Offerings

Elementary Business Education

Keyboarding (15-20 hours per year - beginning 3rd grade)

Middle/Junior High School Business Education

Keyboarding/Typing (semester)
Computer Literacy/Applications (semester)

High School Business Education

9th Grade	10th Grade	11th Grade	12th Grade
Intro to Business	Intro to Business	Accounting I	Accounting I
Keyboarding	Keyboarding	Business Communications	Accounting II
Computer Literacy	Word Processing	Business Law	Business Communications
Word Processing		Business Math	Business Law
		Computer Applications	Business Math
		Consumer Economics	Business Procedures
		Keyboarding	Computer Applications
		Shorthand/Notetaking	Consumer Economics
		Word Processing	Keyboarding
			Shorthand/Notetaking
			Word Processing

Employment &/or Postsecondary Specialization

Courses listed more than once are open to students from multiple class levels. (For example: A keyboarding class may have freshmen, sophomores, juniors, and seniors enrolled into the same class section.)

Model Business Education Program
Option 3 - Program Offering Only the Minimum Six Semester Hours
(Sample Only)

FOUR YEAR HIGH SCHOOL

9th Grade

Introduction to Business (1 semester)
Keyboarding (1 semester)

10th Grade

Word Processing (1 semester)

11th Grade

Computer Applications (1 semester)

12th Grade

Accounting (1 semester)
Simulated Work Experience or Field Experience (1 semester)

(3 sequential units, including a capstone experience)

THREE YEAR HIGH SCHOOL

10th Grade

Keyboarding (1 semester or one year)
Introduction to Business (1 semester)

11th Grade

Word Processing (1 semester)
Computer Applications (1 semester)

12th Grade

Accounting (1 semester)
Simulated Work Experience or Field Experience (1 semester)

Model Business Education Program
Option 4 - Coring Possibilities
(Sample Only)

First Sequential Unit
(One Year)

Computer Literacy (semester)
Introduction to Business (semester/year)
Keyboarding (semester/year)
Word Processing (semester)
*Employment Skills-World of Work (semester/year)

Second Sequential Unit
(One Year)

Accounting I (year)
Business Communications (semester/year)
Business Education Preparatory (semester/year)
Business Law (semester/year)
Business Math (semester/year)
*Computer Applications (semester/year)

Third Sequential Unit
(One Year)

Accounting II (year)
Business Communications (semester/year)
Business Math (semester/year)
Business & Office Education - Related (year)
*Business Procedures (semester/year)
*Consumer Economics (semester/year)
*M.O.C. Work Experience (year)
*Simulated Work Experience (semester/year)

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*Courses that could be cored with other vocational areas. (Only one unit can be cored.)

Business Education Competencies

OCCUPATIONAL

	Office	General Business	Accounting	Infusions	Academic Area
1. Demonstrate the touch method of numerical and alphabetical keyboarding.	X			CR CM LS MC TC	LA SC
a. Demonstrate proper keyboarding technique when operating each letter key.	X				
b. Demonstrate correct technique patterns for letter combinations and short words.	X				
c. Demonstrate correct technique in operating the space bar, the return, the shift keys, the shift lock, and the tabulator.	X				
d. Demonstrate continuous keying of a line of copy without time-wasting pauses between letters and words.	X				
e. Identify and describe equipment components.	X				
f. Demonstrate proper keying technique of numerical keys.	X				
g. Perform functions such as setting margins, tabs, spacing, and alignment.	X				
2. Produce, store, and retrieve documents using a word processing system (i.e., letters, mailing lists, and reports).	X	X		CR CM HT LS MC TC	LA SC MA
a. Understand the basic formatting required to produce documents.	X	X			
b. Define terminology associated with word processing.	X				
c. Use selected keystroke commands in editing word processing documents.	X	X			
d. Move and copy text within a word processing document.	X	X			
e. Demonstrate commands of justification, pagination, indent, find, and replace.	X				
f. Print copies of stored documents.	X	X			
g. Compose at the keyboard.	X	X			
h. Save word processing documents.	X	X			
i. Create and modify a word processing document in letter, memorandum, report, and table format.	X	X			
j. Demonstrate the use of a computer speller.	X	X			
3 Produce publications using graphics and desktop publishing.	X			CR CM	LA SC

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TC = Technology

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	Office	General Business	Accounting	Infusions	Academic Area
a. Describe the concept of desktop publishing.	X			HT LS MC TC	
b. Describe the options on the Main Menu and/or the Tool Menu.	X				
c. Define the terminology used with graphics and desktop publishing.	X				
d. Demonstrate knowledge of the program by producing an original design.	X				
e. Demonstrate use of various fonts (styles) and sizes of print.	X				
f. Demonstrate use of the graphic editor.	X				
g. Apply copy preparation features to designs made with a graphics software package.	X				
h. Use graphics to enhance communications.	X				
4. Proofread for correct grammar, format, spelling and punctuation.	X	X		CR CM LS MC	LA MA
a. Understand the importance of proofreading for both content and technical correctness.	X	X			
b. Apply rules for correct grammar, format, spelling, and punctuation to practice exercises.	X	X			
c. Verify the proper formatting of a document.	X	X			
d. Verify all statistical copy against the original.	X	X			
e. Use proofreaders marks to identify errors.	X				
5. Create and use a file to prepare a report using database software.	X	X		CR CM HT MC TC	LA MA SC
a. Define data base terminology.	X				
b. Move the cursor and switch display between single- and multiple-record layouts.	X				
c. Plan a data base.	X	X			
d. Set up, enter, insert, delete, and edit records for a data base.	X	X			
e. Save an existing data base file under a different file name.	X				
f. Add or delete category names.	X				
g. Change format in multiple-record and single-record layout.	X				
h. Demonstrate the sort records and record selection commands.	X	X			
i. Generate multiple reports using both tables-style and labels-style formats.	X	X			

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	Office	General Business	Accounting	Infusions	Academic Area
j. Integrate data base information into another document.	X				
6. Create and use a spreadsheet to prepare a report using spreadsheet software.	X		X	CR CM HT MC TC	LA MA SC
a. Define a spreadsheet and related terminology.	X				
b. Use software-specific commands to set up and modify format.	X		X		
c. Set and/or modify standard values.	X				
d. Use a spreadsheet to add multiple columns or rows of numbers.	X		X		
e. Use a spreadsheet to perform math functions on a column of numbers.	X		X		
f. Use commands to insert, delete, edit, copy, zoom, view, arrange, and recalculate values.	X		X		
g. Print a spreadsheet using printer options.	X		X		
h. Design a pie chart, bar graph, and/or line graph.	X	X			
i. Add a legend, symbols, and shading to previously produced graphs.	X				
7. Keyboard letters, forms, memoranda, numerical data and other materials from rough draft, dictating machine, or from oral or written instruction.	X			CR CM HT MC TC	LA
a. Develop increased skill levels in speed and accuracy.	X				
b. Format a letter from written instructions.	X	X			
c. Produce a memoranda from oral instructions.	X	X			
d. Design a document from rough draft and written instructions.	X				
e. Explain, format, and process correspondence, including documents prepared on odd-sized stationery and form letters.	X				
f. Evaluate a source document with incomplete directions and produce a final copy.	X				
g. Demonstrate the ability to meet business production standards while working under pressures of time, interruptions, and changing priorities.	X				
h. Format a memo from rough draft copy.	X				
i. Complete business forms on a keyboard.	X				
j. Organize and key tables, reports, and/or manuscripts.	X				

CR =	Career		
CM =	Communication		
GL =	Global	LA =	Language Arts
HT =	Higher Order Thinking Skills	FE =	Free Enterprise
LS =	Life Skills	MA =	Math
MC =	Multicultural Non-Sexism	SC =	Science
TC =	Technology		

	Office	General Business	Accounting	Infusions	Academic Area
8. Use and maintain a records management system (i.e., alphabetic, numerical, geographic, and subject).	X			CR CM HT LS MC TC	LA
a. Understand the importance of maintaining records.	X				
b. Describe the four primary filing systems.	X				
c. Index and alphabetize names, titles, and other phrases according to the ARMA filing rules.	X				
d. Use basic filing rules for keying records into a data base.	X				
e. Index and code a set of documents into the correct subject category.	X				
f. Inspect, index, code, and sort a list of names using alphabetic filing rules.	X				
g. Arrange a group of geographic files according to correct geographic rules.	X				
h. Arrange a list of numbers in sequential order and in terminal digit order.	X				
i. Identify, store, and retrieve information correctly using alphabetic, subject, numeric and geographic filing.	X				
9. Process and route incoming and outgoing mail and other materials (manually or electronically).	X			CR CM HT LS MC TC	LA MA
a. Describe the procedures to follow for handling incoming/outgoing mail.	X				
b. Sort and prioritize incoming mail.	X				
c. Examine and route mail to appropriate personnel.	X				
d. Demonstrate an understanding of current mailing and shipping procedures.	X				
e. Describe the various services provided by the United States Postal Service and other carriers.	X				
f. Determine what records should be kept on incoming/outgoing mail.	X				
g. Describe the steps in preparing and maintaining mailing lists.	X				
h. Send a message using an electronic mail system.	X				
i. List the advantages and disadvantages of electronic mail.	X				
10. Prepare basic business forms and records (e.g., purchase orders, expense vouchers, and time cards).	X			CR HT	LA MA

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	Office	General Business	Accounting	Infusions	Academic Area
a. Complete work reports; financial records; individual federal and state tax forms; and related business forms.	X		X	LS MC TC	
b. Correctly insert information from a list format into a preprinted form.	X				
c. Format and key 2- and 3-column tables with headings.	X				
d. Complete an office simulation requiring invoices and credit forms.	X				
11. Interpret and apply numerical information (e.g., tables, graphs, and charts).	X	X	X	CR CM HT MC	MA LA
a. Simulate an office requiring the application of numerical data to assignments.	X	X	X		
b. Use numerical information to design a table, graph, or chart (manually or electronically).	X	X	X		
c. Use a table, graph, or chart and present an oral interpretation of what it means.	X	X	X		
d. Determine purchasing needs from a supplied inventory and sales listing.	X	X			
12. Demonstrate use and care of office equipment (i.e., copy machine, fax, calculator, telephone and transcribing equipment).	X			CR CM HT MC TC	LA
a. Demonstrate use and care of the copy machine by making multiple copies of a document to be distributed.	X				
b. Demonstrate use and care of a fax machine by faxing a document to another location.	X				
c. Demonstrate use and care of a calculator by completing problems that require use of the function keys and that demonstrate proficiency.	X				
d. Demonstrate use and care of the telephone by placing and answering calls (giving and receiving business information that is complete and in acceptable business form).	X				
e. Demonstrate use and care of dictation equipment by transcribing information into proper format.	X				
f. Name the types of office equipment available.	X				
g. Explain the advantages and disadvantages of various office machines.	X				

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	Office	General Business	Accounting	Infusions	Academic Area
h. Define telecommunications and explain how it is used in today's businesses.	X				
13. Greet callers and visitors; demonstrate appropriate action/response to the situation.	X			CR CM HT GL MC	LA
a. Explain the importance of screening callers.	X				
b. Develop the art of conversation through an awareness of world events.	X	X			
c. Use speech that will be acceptable in the office and in daily life.	X	X			
d. Simulate the arrival of callers and visitors and use correct business etiquette to greet them.	X				
e. Recognize potential problems with callers and visitors through case studies.	X				
f. Understand the importance of handling difficult visitors tactfully.	X				
g. Direct visitors to appropriate offices.	X				
h. Describe how to deal with irate callers.	X				
14. Create and maintain business schedules (i.e. appointments, meetings, reservations and work plans).	X			CR CM HT MC	LA
a. Prioritize a list of schedule items.	X				
b. Determine the most efficient way to keep a record of appointments.	X				
c. Add meetings and appointments to a calendar.	X				
d. Explain how to handle cancelled appointments.	X				
e. Explain the steps involved in making reservations.	X				
f. Develop a work plan for an assigned project.	X	X			
15. Compute money transactions (i.e., making change, preparing bank deposits, and reconciling bank statements).	X	X	X	CR CM HT LS MC	LA MA
a. Identify the functions and important characteristics of money.		X			
b. Understand the primary services provided by commercial banks and other financial institutions.		X			
c. Simulate opening a checking account and demonstrate how to write and endorse checks.	X	X	X		
d. Demonstrate the ability to reconcile a bank statement.	X	X	X		

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	Office	General Business	Accounting	Infusions	Academic Area
e. Describe the duties of a cashier.	X				
f. Perform mathematical computations with skill and accuracy.	X	X	X		
g. Record cash and charge sales on various forms and compute the sales tax.	X		X		
16. Demonstrate basic accounting procedures (i.e., using the basic accounting equation, posting debits and credits, journalizing source documents, and understanding financial reports).			X	CR CM HT LS MC TC	MA LA
a. Perform basic accounting procedures, including recording, summarizing, and reporting.			X		
b. Explain the accounting equation.			X		
c. Explain the accounting cycle.			X		
d. Explain the difference between bookkeeping and accounting.			X		
e. Prepare and use monthly records.			X		
f. Update accounts by adjustment.			X		
g. Demonstrate efficient operation of an electronic calculator.	X		X		
h. Use integrated accounting software to prepare a general ledger, accounts receivable, accounts payable, inventory, and payroll.			X		
i. Analyze and interpret financial records.		X	X		
j. Apply accounting procedures to taxes, notes, and/or drafts.			X		
k. Initiate and keep a double-entry set of accounting records, both manually and with integrated accounting software, for a simulated business firm with entry-level job competence.			X		
l. Understand the use of "tools", such as accounting software and spreadsheets, reinforce the basic accounting fundamentals.			X		
m. Apply the procedures of account-control systems using voucher, inventory-control, and budgetary-control systems.			X		
n. Complete a microcomputer-generated business simulation for a small business.		X	X		
17. Establish and maintain financial records.	X		X	CR CM	LA MA
a. Prepare a trial balance, balance sheet, and income statement.			X		

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b. Demonstrate the ability to maintain a petty cash fund and records.	X		X	LS MC TC	
c. Use a computer to learn recordkeeping concepts by completing computerized exercises using appropriate software.			X		
d. Describe the importance of establishing and using a budget.	X	X	X		
e. Explain the importance of keeping an accurate checkbook register.	X	X	X		
18. Compare and contrast the applications of personal computer and mainframe computer systems.		X		CM HT MC TC	LA SC
a. Understand basic concepts of care and use of a microcomputer and its software.		X			
b. Define basic computer vocabulary.		X			
c. Answer questions that demonstrate an understanding of the technical skills, knowledges, educational levels, and attitudes needed for careers using personal and mainframe computer systems.		X			
d. Describe the characteristics of a personal computer system.		X			
e. Describe the characteristics of a mainframe computer system.		X			
f. Identify criteria used to select a personal computer or a mainframe computer.		X			
19. Compare and contrast centralized and decentralized word processing (similarities and differences, advantages and disadvantages).	X	X		CM HT MC TC	LA SC
a. List the advantages and disadvantages of a centralized word processing system.	X	X			
b. List the advantages and disadvantages of a decentralized word processing system.	X	X			
c. Explain where a centralized word processor would be most effectively used.	X	X			
d. Explain where a decentralized word processor would be most effectively used.	X	X			
20. Explain the relationship of government and business.		X		CR CM GL	FE LA
a. Describe the role of government in business decision making.		X			

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b. Describe the role of government in a capitalistic society.		X		HT MC	
c. Explain the advantages and disadvantages of government regulations.		X			
d. Identify government regulations which have a direct impact on business.		X			
21. Explain the concept of competition.		X		CR CM HT MC	FE LA
a. Explain the effect that competition has on prices.		X			
b. Describe the benefits of competition in a free enterprise system.		X			
c. Determine who benefits from competition.		X			
d. Identify major causes of business failures.		X			
e. Understand the advantages and disadvantages of a franchise business.		X			
22. Analyze the concept of supply and demand.	X	X		CM HT MC	FE LA
a. Explain the concept of supply and demand in a free enterprise system.		X			
b. Demonstrate how supply and demand determine price in competitive markets.		X			
c. Give an example of how purchasing patterns affect supply and demand.		X			
d. Give an example of how supply and demand work in a specific organization.		X			
23. Explain the concept of organized labor and business.		X		CR CM GL HT MC	FE LA
a. Define what is meant by organized labor.		X			
b. List the advantages and disadvantages of organized labor.		X			
c. Describe the relationships between labor and management.		X			
d. Define arbitration and explain how it is used in labor disputes.		X			
24. Explain the concept of business cycles.		X		CR CM GL MC	FE LA
a. Identify techniques a company might use to sustain the growth and maturity stages of a product or service.		X			
b. Identify factors that affect the life span of a product or service.		X			

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c. Define a business cycle.		X			
d. Prepare a chart or graph that illustrates a business cycle.		X			
25. Explain the nature of international trade.		X		CR CM GL MC	FE LA
a. Explain how we depend on world trade for many goods and services.		X			
b. Describe the difference between foreign trade and domestic trade.		X			
c. Identify advantages and disadvantages associated with world trade.		X			
d. Explain how dissimilarities in the economic, legal-political, and sociocultural environments throughout the world affect business operations.		X			
e. Define international management and explain how it differs from the management of domestic business operations.		X			
f. Describe market entry strategies that business firms use to develop foreign markets.		X			
g. Describe the characteristics of a multinational corporation and the generic strategies available to it.		X			
h. Explain the steps in the strategic planning process for multinational corporations.		X			
i. Identify the organizational structures that other nations use and the factors that determine the appropriate structure.		X			
26. Explain the concept of profit.		X	X	CR CM HT MC	FE LA MA
a. Defend the concept of profit.		X			
b. Identify the factors that affect the profit of a business.		X	X		
c. Differentiate between gross income and net profit.		X	X		
d. List the roles of business enterprises, consumers, and government in our mixed capitalist system.		X			
e. Compare our capitalistic system with other economic systems of the world.		X			
27. Recognize relevant, ethical issues in business.	X	X	X	CR CM GL MC	FE LA
a. Determine the impact of ethically responsible actions of a business.		X			
b. Assess the value of business ethics on society.	X	X			

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c. Evaluate own perception of ethics and how it relates to business ethics.	X	X	X		
d. Read and prepare written summaries of articles from current business periodicals.	X	X			
e. Give an oral report to the class on an ethical issue that has been researched.	X	X			
28. Explain types of business ownership.		X	X	CR CM MC	FE
a. Understand the basic differences among the three most common forms of business ownership.		X	X		
b. Describe the advantages and disadvantages of proprietorships, partnerships, and corporations.		X			
c. Understand that risk-taking is a critical element in the establishment of a business enterprise.		X			
d. Identify decisions which need to be made before opening a business.		X			
29. Utilize reference materials and resources.	X	X	X	CM HT LS MC	LA
a. Demonstrate the use of a zip code directory.	X	X			
b. Use a telephone book to answer an informational quiz about your area.	X				
c. Use a reference manual/dictionary to complete a document.	X				
d. Use an atlas to determine the best route to take to travel to four foreign countries.	X	X			
e. Use a city directory to look up information about a list of individual names/addresses.	X				
30. Identify chain of command and protocol within an organizational structure.	X	X		CR CM GL HT MC	FE LA
a. Explain an organizational chart.	X	X			
b. Explain what is meant by chain of command.	X	X			
c. Describe the proper procedure for addressing superiors.	X	X			
d. Define supervision and explain its importance in employee training and job performance.	X	X			
e. Use your school as an example and define the chain of command and protocol to be followed if you wished to see the top administrator.	X	X			
31. Identify employee rights and responsibilities in the workplace (i.e., legal applications and liability).	X	X		CR CM	FE LA

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a. Develop an understanding of responsibilities in the workplace through direct on-the-job instruction.	X			HT MC	
b. Interpret and apply legal principles to business situations.		X			
c. Recognize an individual's legal rights and responsibilities in a democratic society.	X	X			
d. Demonstrate an awareness of legislation affecting business.		X			
e. Explain what is meant by loyalty to an employer/organization.	X	X			
f. Explain the meaning of equal opportunity for job applicants.	X	X			
32. Identify the components of customer relations and the importance of each.	X	X		CR CM MC	FE LA
a. Demonstrate the "you" attitude in business correspondence.	X	X			
b. Explain the importance of effective oral and written communication in business.	X	X			
c. Apply effective nonverbal communication.	X	X			
d. Describe why customers are important to businesses.	X	X	X		
e. Explain the customer's role in the relationship.		X			
33. Demonstrate the use of learning strategies and higher order thinking skills.	X	X	X	CR CM HT MC	LA
a. Demonstrate decision-making skills in small group situations.	X	X	X		
b. Utilize visual images to enhance understanding of concepts.	X	X	X		
c. Evaluate information provided to form opinions and determine a course of action.	X	X	X		
d. Prepare a chart illustrating the types of business ownership in America.		X			
e. Use appropriate reference materials to present an oral presentation on the concept of competition.	X	X			

LEADERSHIP

	Office	General Business	Accounting	Infusions	Academic Area
1. Speak effectively in front of others.	X	X		CR CM LS	LA
a. Summarize and explain to the class an article from a magazine/newspaper.	X	X			

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b. Recite information covered in class during discussions.	X	X	X	MC	
c. Develop and propose a position statement regarding a major business issue.		X			
d. Give a short presentation to the class using correct grammar.	X	X			
e. Give a presentation to a large group such as a professional organization.	X	X			
f. Recognize nonverbal cues of listener(s).	X	X			
g. Use language, tone, style, format, and vocabulary appropriate for the purpose and audience.	X	X			
h. Participate in meetings.	X	X			
2. Listen effectively.	X	X	X	CR CM GL HT LS MC	LA
a. Recognize the importance of good listening skills.	X	X	X		
b. Demonstrate techniques that assist the listening process.	X	X	X		
c. Follow verbal directions.	X	X	X		
d. Repeat oral directions to the instructor.	X	X	X		
e. Explain the difference between active and passive listening.	X	X			
f. Write down key points from a lecture as given.	X	X	X		
g. Recognize the benefits of effective listening at school and work.	X	X	X		
h. Perform work correctly the first time.	X	X	X		
3. Demonstrate personal management techniques (i.e., problem solving, creative thinking, motivational goal setting, team work, negotiation, self-esteem, assertiveness and stress management).	X	X	X	CR CM GL HT LS MC	SC FE MA
a. Establish short-term and long-term goals.	X	X	X		
b. Assess own values and motivation.	X	X			
c. Formulate a plan to attain goals.	X	X			
d. Demonstrate the desire to attain goals.	X	X			
e. Demonstrate the ability to work with peers toward a common goal.	X	X	X		
f. Develop a new way to solve a given problem.	X	X	X		
g. Perform tasks with self-confidence.	X	X	X		
h. Demonstrate the ability to meet business production standards while working under the pressures of time, interruptions, and changing priorities.	X	X	X		

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4. Organize an event.	X	X		CR CM HT MC	FE LA
a. Identify the steps required to organize an event.	X	X			
b. Identify the follow up activities for an event.	X	X			
c. Explain the importance of an agenda for each event.	X	X			
d. Prepare an agenda.	X	X			
e. Plan an activity for National Education for Business Week.	X	X			
f. Plan for a guest speaker in class.	X	X			
5. Prioritize series of tasks.	X	X	X	CR CM HT LS MC	LA
a. Analyze tasks to determine the time required to be completed.	X	X	X		
b. Analyze tasks to determine the order in which to be completed.	X	X	X		
c. Identify tools used to assist in prioritizing tasks.	X	X	X		
d. Explain the importance of completing tasks in a predetermined sequence.	X	X	X		
6. Define goals.	X	X	X	CR CM HT LS MC	LA
a. Establish short-term and long-term goals.	X	X			
b. Identify objectives to be completed to reach goals.	X	X			
c. Determine a plan to complete objectives.	X	X			
d. Identify a method for evaluating attainment of goals.	X	X			
7. Facilitate group interaction.	X	X	X	CR CM GL LS MC	LA
a. Use listening skills when others are speaking.	X	X	X		
b. Show support for other group members by providing positive verbal and nonverbal messages.	X	X	X		
c. Use questioning techniques to gain additional information.	X	X	X		
d. Allow all members of the group to participate in the conversation.	X	X	X		
8. Resolve conflict.	X	X	X	CR CM GL LS MC	LA
a. Recognize that conflicts are a part of work.	X	X	X		
b. Use listening skills to learn all aspects of the conflict.	X	X	X		
c. Identify possible solutions.	X	X	X		
d. Assess the feasibility of each solution.	X	X	X		
e. Determine a plan to put solution into action.	X	X	X		

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f. Evaluate effectiveness of solution.	X	X	X		
9. Adapt to environment/situation and diverse workgroups.	X	X	X	CR CM GL LS MC	LA
a. Demonstrate a willingness to work cooperatively.	X	X	X		
b. Accept changes in working conditions in a positive manner.	X	X	X		
c. Understand that work requirements/standards vary among employers.	X	X	X		

JOB GETTING, JOB KEEPING

	Office	General Business	Accounting	Infusions	Academic Area
1. Identify job skills of and qualifications for securing a position.	X	X		CR CM HT LS MC	LA FE
a. Conduct a career/job search.	X	X			
b. Read the Occupational Outlook Handbook and identify job titles in a specific career area.	X	X			
c. Define specific skills needed for various employment positions.	X	X	X		
d. Compare available job openings.	X	X			
2. Identify the process for securing employment.	X	X		CR CM LS MC	FE LA
a. List the steps to take to secure employment.	X	X			
b. Define terminology used in the employment securing process.	X	X			
c. Evaluate individual ability to meet specified requirements.	X	X			
3. Identify resources to locate available jobs.	X	X		CR CM LS MC	FE LA
a. List sources in the community where job opening information is available.	X	X			
b. Contact at least three people and identify how they located their current job.	X	X			
c. Compare public and private employment services.	X	X			
d. Read the Classified Ad section of the newspaper and identify three potential jobs of interest.	X	X			
4. Track the job application process.	X	X		CR CM LS MC	FE LA
a. Develop a form to record the steps for the application process.	X	X			
b. Develop a legend to be used for completing the process.	X	X			

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c. List potential employers, their addresses, and their phone numbers.	X	X			
d. Secure names of contact personnel for each potential employer.	X	X			
5. Complete required employment forms.	X	X		CR CM LS MC	LA
a. Identify the purpose of a W-4 (Tax Withholding), an I-9 (Verification of Citizenship), and an application blank.	X	X	X		
b. Understand the importance of completing forms accurately and honestly.	X	X	X		
c. Proofread completed forms for accuracy and completeness.	X	X	X		
6. Write application letter and resume.	X	X		CR CM LS MC	LA
a. Identify components of a resume.	X	X			
b. Explain the importance of the letter of application and resume to the job search process.	X	X			
c. Compose and key an application letter for a specific job opening.	X	X			
d. Use proofreading skills to locate and correct all errors.	X	X			
7. Demonstrate positive interviewing techniques.	X	X		CR CM HT LS MC	LA
a. Make arrangements for a job interview.	X	X			
b. Understand the importance of proper dress and hygiene.	X	X			
c. Maintain eye contact in a mock interview.	X	X			
d. Review questions a personnel manager might ask.	X	X			
e. Answer questions with self-confidence.	X	X			
f. Ask questions of the interviewer which reflects the interviewee's interest in the company.	X	X			
8. Evaluate job offer (e.g., benefits, salary, working conditions and relative cost of living).	X	X		CR CM HT LS MC	FE LA
a. Understand that a job offer involves more than salary.	X	X			
b. Rank order the importance of various benefits.	X	X			
c. Compare positions with various benefit options.	X	X			
d. Identify possible negative factors in a job offer.	X	X			
9. Follow directions.	X	X	X	CR	LA

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a. Complete an assignment from written directions.	X	X	X	CM LS MC	
b. Complete a scavenger hunt which provides specific instructions.	X	X			
c. Locate a specific object in the community by following oral directions.	X	X			
d. Recognize the importance of following directions accurately.	X	X	X		
10. Work effectively with others.	X	X	X	CR CM GL LS MC	LA
a. Explain proper group behavior in a business setting.	X	X	X		
b. Complete a self-check on how to get along with others.	X	X	X		
c. Determine how to handle a conflict of interest situation.	X	X	X		
d. Role play various work situations.	X	X			
11. Interact with others in a courteous and tactful manner.	X	X	X	CR CM GL LS MC	LA
a. Show respect for others.	X	X	X		
b. Respond to questions positively.	X	X	X		
c. Work effectively in small groups.	X	X	X		
d. Display appropriate behavior on a business tour.	X	X	X		
12. Cooperate with others.	X	X	X	CR CM LS MC	LA
a. Serve as a member of a committee.	X	X	X		
b. Exhibit flexibility to reach a solution.	X	X	X		
c. Share resources.	X	X	X		
13. Accept individual differences.	X	X	X	CR CM GL HT LS MC	LA
a. Discover potential human relations problems through case studies.	X	X			
b. Appreciate the differences between various cultures.	X	X	X		
c. Indicate how different cultures respond in a selected work situation.	X	X			
d. Make a display recognizing individual differences.	X	X			
14. Respect the property of others and the employer.	X	X	X	CR HT LS MC	FE
a. Make appropriate use of supplies.	X	X	X		
b. Reduce waste in the work area.	X	X	X		
c. Respect privacy of co-workers' areas.	X	X	X		

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15. Organize thoughts and clearly express point of view, both written and orally.	X	X	X	CR CM HT LS MC	LA
a. Prepare copy for release to the media.	X	X			
b. Determine preventative actions for business communications problems.	X	X			
c. Debate the pros or cons of a current business-related issue.	X	X			
16. Exhibit dependability.	X	X	X	CR CM LS MC	LA
a. Complete assigned tasks.	X	X	X		
b. Present work by due date.	X	X	X		
c. Demonstrate ability to complete a task with minimum supervision.	X	X	X		
17. Demonstrate punctuality.	X	X	X	CR CM LS MC	LA
a. Arrive to class/work on time.	X	X	X		
b. Submit work on time.	X	X	X		
c. Follow through on assigned tasks.	X	X	X		
18. Follow rules, regulations, policies and procedures.	X	X	X	CR CM GL LS MC	FE LA
a. Demonstrate getting along in a business with proper business etiquette.	X	X	X		
b. Demonstrate a sense of belonging.	X	X	X		
c. Explain the importance of complying with business rules and regulations.	X	X	X		
d. Select the appropriate method to handle confidential information.	X	X	X		
19. Ask for help when needed.	X	X	X	CR CM HT MC	LA
a. Complete an assignment which has incomplete directions.	X	X	X		
b. Seek funding/assistance for a class project or trip.	X	X	X		
20. Accept new challenges.	X	X	X	CR CM HT LS MC	LA
a. Complete additional work which is not part of an assignment.	X	X	X		
b. Volunteer to do community service.	X	X			
c. Display a desire to seek a nontraditional occupation.	X	X			
21. Accept supervision willingly.	X	X	X	CR	LA

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a. Understand and promote employer-employee relations.	X	X	X	CR CM HT LS MC	LA
b. Accept suggestions from superiors.	X	X	X		
c. Demonstrate proper acceptance and constructive use of criticism.	X	X	X		
22. Adapt to change/demonstrate flexibility.	X	X	X	CR CM LS MC	LA SC
a. Rotate work stations.	X	X	X		
b. Rotate business equipment (i.e., typewriters, computers, dictation machines, calculators).	X	X	X		
c. Use various software packages to complete work.	X	X	X		
23. Manage and utilize time effectively.	X	X	X	CR CM HT LS MC	LA
a. Demonstrate planning work over an extended period of time to meet deadlines.	X	X	X		
b. Choose appropriate action in a situation requiring effective time management.	X	X	X		
c. Use entire class period effectively.	X	X	X		
24. Plan and prioritize daily work.	X	X	X	CR CM HT LS MC	LA
a. Use a "Things To Do" list, daily planner, or calendar.	X	X	X		
b. Prepare a daily schedule for an employer.	X				
c. Organize simulated tasks in priority order.	X				
25. Produce expected quantity and quality of work.	X	X	X	CR CM HT	LA
a. Complete a practice set.	X		X		
b. Complete a business simulation.	X				
26. Take responsibility for mistakes and/or good work (i.e. accept criticism and/or praise).	X	X	X	CR CM HT LS MC	LA
a. Recognize that assigned grade is earned, not given.	X	X	X		
b. View individual contribution to a group project with a realistic attitude.	X	X	X		
c. Respond to appraisal of work in an open and appropriate manner.	X	X	X		
27. Understand how to utilize equipment correctly.	X	X	X	CR CM LS TC	LA SC
a. Read instruction booklet(s).	X				
b. Demonstrate proper use of various business equipment.	X	X	X		

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c. Explain how a computer contributes to efficiency in the workplace.	X	X			
28. Maintain clean and orderly work area.	X	X	X	CR HT MC	LA
a. Keep only needed materials on work area.	X	X	X		
b. Utilize desk organizers.	X				
29. Demonstrate personal hygiene and cleanliness.	X	X	X	CR CM LS MC	LA
a. Wear clean clothing.	X	X	X		
b. Keep hair clean.	X	X	X		
c. Keep body free from distractions (i.e., body odor, inappropriate cosmetics or jewelry, excessive perfume or cologne).	X	X	X		
30. Project professional image appropriate to the workplace.	X	X	X	CR CM GL LS MC	LA
a. Wear appropriate clothing to a "professional" work day.	X	X	X		
b. List items of clothing appropriate to the workplace.	X				
c. Understand the part that accessories play in a work wardrobe.	X				
ENTREPRENEURSHIP					
1. Identify skills required of a business owner.		X		CR CM HT LS MC	FE LA
a. Describe the advantages and disadvantages of business ownership.		X			
b. Identify personal traits or characteristics of successful business owners and managers.		X			
c. Contrast various ways of organizing and operating an enterprise.		X			
2. Identify resources and factors in obtaining financing for a new business.		X	X	CR CM HT MC	FE LA
a. Describe the concept of collateral.		X			
b. Identify the steps in obtaining a business loan.		X			
c. Demonstrate an awareness of entrepreneurship concepts, including the organization and management of a business.		X			
d. Understand the role of financial institutions in the American economy and the financial services they offer.		X			

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e. Identify economic risks and how to protect against such risks.		X			
f. Understand business and financial management including investment and credit.		X	X		
g. Describe the functions of financial systems in the American economy.		X			
3. Identify the elements of a business plan.		X		CR CM HT MC	FE LA
a. List key objectives for the operation of a business.		X			
b. Identify the distinguishing features and the market needs for an identified product or service.		X			
c. Estimate the market potential in relation to the competition in a simulated exercise.		X			
d. Identify the characteristics needed by members of a management team.		X			
e. List the steps required to produce a specified product or service.		X			
f. Indicate the amount of money needed, when it is needed, and how it will be used to start a business.		X			

BUSINESS EDUCATION COMPETENCIES

I = INTRODUCE
D = DEVELOP
R = REVIEW/MASTERY

	Keyboarding	Business Procedures	Employment Skills	General Business	Accounting	OJT/Simulation	Computer App.	Bus. Communic.	Business Math	Economics
OCCUPATIONAL										
1. Demonstrate the touch method of numerical and alphabetical keyboarding.	ID	D				R	D	R		
a. Demonstrate proper keyboarding technique when operating each letter key.	I	D				R	DR	R		
b. Demonstrate correct technique patterns for letter combinations and short words.	ID	D				R	DR			
c. Demonstrate correct technique in operating the space bar, the return, the shift keys, the shift lock, and the tabulator.	ID	D				R	R			
d. Demonstrate continuous keying of a line of copy without time-wasting pauses between letters and words.	ID	D				R	DR	R		
e. Identify and describe equipment components.	ID						D			
f. Demonstrate proper keying technique of numerical keys.	ID	R				R				
g. Perform functions such as setting margins, tabs, spacing, and alignment.	ID	D				R				
2. Produce, store, and retrieve documents using a word processing system (i.e., letters, mailing lists, and reports).	ID	D				R	ID			
a. Understand the basic formatting required to produce documents.	ID	ID					ID			
b. Define terminology associated with word processing.	I	D					ID			
c. Use selected keystroke commands in editing word processing documents.	I	D				R	ID	DR		
d. Move and copy text within a word processing document.	I	D				R	ID	DR		
e. Demonstrate commands of justification, pagination, indent, find, and replace.	I	D				R	ID			
f. Print copies of stored documents.	ID	DR				R	DR	D		
g. Compose at the keyboard.	ID	D				R	DR	D		
h. Save word processing documents.	ID	D				R	ID	D		
i. Create and modify a word processing document in letter, memorandum, report, and table format.	I	D				R	ID	D		
j. Demonstrate the use of a computer speller.		D				R	ID	D		
3. Produce publications using graphics and desktop publishing.		R				R	ID			

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	Keyboarding	Business Procedures	Employment Skills	General Business	Accounting	OJT/Simulation	Computer App.	Bus. Communic.	Business Math	Economics
a. Describe the concept of desktop publishing.							ID			
b. Describe the options on the Main Menu and/or the Tool Menu.							ID			
c. Define the terminology used with graphics and desktop publishing.		ID				R	ID			
d. Demonstrate knowledge of the program by producing an original design.		R				R	ID			
e. Demonstrate use of various fonts (styles) and sizes of print.		R				R	ID			
f. Demonstrate use of the graphic editor.							ID			
g. Apply copy preparation features to designs made with a graphics software package.	R	ID				R	ID			
h. Use graphics to enhance communications.						R	ID			
4. Proofread for correct grammar, format, spelling and punctuation.	ID	D				R	ID	DR		
a. Understand the importance of proofreading for both content and technical correctness.	I	D			D	D	D			
b. Apply rules for correct grammar, format, spelling, and punctuation to practice exercises.	I	ID					DR	ID		
c. Verify the proper formatting of a document.	ID	D				R	D	D		
d. Verify all statistical copy against the original.	ID	D			D	D	D			
e. Use proofreaders marks to identify errors.	ID	D				R	D	D		
5. Create and use a file to prepare a report using database software.		D				DR	ID			
a. Define data base terminology.		D			D		ID			
b. Move the cursor and switch display between single- and multiple-record layouts.		D				D	ID			
c. Plan a data base.		D				D	ID			
d. Set up, enter, insert, delete, and edit records for a data base.		D				D	ID			
e. Save an existing data base file under a different file name.		D				D	ID			
f. Add or delete category names.		D				D	ID			
g. Change format in multiple-record and single-record layout.		D				D	ID			
h. Demonstrate the sort records and record selection commands.		D				D	ID			
i. Generate multiple reports using both tables-style and labels-style formats.		D				D	ID			

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	Keyboarding	Business Procedures	Employment Skills	General Business	Accounting	OJT/Simulation	Computer App.	Bus. Communic.	Business Math	Economics
j. Integrate data base information into another document.		D				D	ID			
6. Create and use a spreadsheet to prepare a report using spreadsheet software.		D			D	D	ID			D
a. Define a spreadsheet and related terminology.					ID		ID			
b. Use software-specific commands to set up and modify format.		D			D	D	ID			
c. Set and/or modify standard values.					D		ID			
d. Use a spreadsheet to add multiple columns or rows of numbers.		D			D	D	ID			
e. Use a spreadsheet to perform math functions on a column of numbers.		D				D	ID			
f. Use commands to insert, delete, edit, copy, zoom, view, arrange, and recalculate values.		D			D	D	ID			
g. Print a spreadsheet using printer options.		DR			D	D	ID			
h. Design a pie chart, bar graph, and/or line graph.		D				D	ID			
i. Add a legend, symbols, and shading to previously produced graphs.		D				D	ID			
7. Keyboard letters, forms, memoranda, numerical data and other materials from rough draft, dictating machine, or from oral or written instruction.	ID	ID				R	D	DR		
a. Develop increased skill levels in speed and accuracy.	ID	D				R	D			
b. Format a letter from written instructions.	ID	D				R	D	DR		
c. Produce a memoranda from oral instructions.	ID	D				R		D		
d. Design a document from rough draft and written instructions.	ID	ID				R				
e. Explain, format, and process correspondence, including documents prepared on odd-sized stationery and form letters.	ID	ID								
f. Evaluate a source document with incomplete directions and produce a final copy.	ID	D			ID	D		D		
g. Demonstrate the ability to meet business production standards while working under pressures of time, interruptions, and changing priorities.	ID	ID			D	DR	D	DR	D	
h. Format a memo from rough draft copy.	ID	D				D	D			
i. Complete business forms on a keyboard.	ID	D				D	D			
j. Organize and key tables, reports, and/or manuscripts.	ID	D				D		D		

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	Keyboarding	Business Procedures	Employment Skills	General Business	Accounting	OJT/Simulation	Computer App.	Bus. Communic.	Business Math	Economics
8. Use and maintain a records management system (i.e., alphabetic, numerical, geographic, and subject).		ID				R				
a. Understand the importance of maintaining records.		ID				R				
b. Describe the four primary filing systems.		ID				R				
c. Index and alphabetize names, titles, and other phrases according to the ARMA filing rules.		ID				R				
d. Use basic filing rules for keying records into a data base.		ID				R				
e. Index and code a set of documents into the correct subject category.		ID				R				
f. Inspect, index, code, and sort a list of names using alphabetic filing rules.		ID				R				
g. Arrange a group of geographic files according to correct geographic rules.		ID				R				
h. Arrange a list of numbers in sequential order and in terminal digit order.		ID				R				
i. Identify, store, and retrieve information correctly using alphabetic, subject, numeric and geographic filing.		ID				R				
9. Process and route incoming and outgoing mail and other materials (manually or electronically).		ID				R				
a. Describe the procedures to follow for handling incoming/outgoing mail.		I								
b. Sort and prioritize incoming mail.		ID				D				
c. Examine and route mail to appropriate personnel.		ID				R				
d. Demonstrate an understanding of current mailing and shipping procedures.		I				R				
e. Describe the various services provided by the United States Postal Service and other carriers.		I								
f. Determine what records should be kept on incoming/outgoing mail.		I				R				
g. Describe the steps in preparing and maintaining mailing lists.		I								
h. Send a message using an electronic mail system.		ID				R	D			
i. List the advantages and disadvantages of electronic mail.		ID								
10. Prepare basic business forms and records (e.g., purchase orders, expense vouchers, and time cards).	ID	ID			D	R				

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	Keyboarding	Business Procedures	Employment Skills	General Business	Accounting	OJT/Simulation	Computer App.	Bus. Communic.	Business Math	Economics
a. Complete work reports; financial records; individual federal and state tax forms; and related business forms.		ID		ID	ID					
b. Correctly insert information from a list format into a preprinted form.	ID	ID	D							
c. Format and key 2- and 3-column tables with headings.	ID	D								
d. Complete an office simulation requiring invoices and credit forms.	ID	ID			D	R				
11. Interpret and apply numerical information (e.g., tables, graphs, and charts).		ID		D	ID	R			I	D
a. Simulate an office requiring the application of numerical data to assignments.		ID								
b. Use numerical information to design a table, graph, or chart (manually or electronically).	D						ID		D	
c. Use a table, graph, or chart and present an oral interpretation of what it means.		ID		D				D		D
d. Determine purchasing needs from a supplied inventory and sales listing.		ID		ID		R				
12. Demonstrate use and care of office equipment (i.e., copy machine, fax, calculator, telephone and transcribing equipment).		ID	D			R				
a. Demonstrate use and care of the copy machine by making multiple copies of a document to be distributed.		I	D			R				
b. Demonstrate use and care of a fax machine by faxing a document to another location.		ID								
c. Demonstrate use and care of a calculator by completing problems that require use of the function keys and that demonstrate proficiency.		ID			D	R			D	
d. Demonstrate use and care of the telephone by placing and answering calls (giving and receiving business information that is complete and in acceptable business form).		ID				R				
e. Demonstrate use and care of dictation equipment by transcribing information into proper format.		ID				R				
f. Name the types of office equipment available.		ID								
g. Explain the advantages and disadvantages of various office machines.		ID								

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	Keyboarding	Business Procedures	Employment Skills	General Business	Accounting	OJT/Simulation	Computer App.	Bus Communic	Business Math	Economics
h. Define telecommunications and explain how it is used in today's businesses.		ID	D	D		R				
13. Greet callers and visitors; demonstrate appropriate action/ response to the situation.		ID				R				
a. Explain the importance of screening callers.		ID								
b. Develop the art of conversation through an awareness of world events.		ID	D	D		R		D		
c. Use speech that will be acceptable in the office and in daily life		ID	D	D		R		D		
d. Simulate the arrival of callers and visitors and use correct business etiquette to greet them.		ID				R				
e. Recognize potential problems with callers and visitors through case studies.		ID								
f. Understand the importance of handling difficult visitors tactfully.		ID				R				
g. Direct visitors to appropriate offices.		ID				R				
h. Describe how to deal with irate callers.		ID								
14. Create and maintain business schedules (i.e. appointments, meetings, reservations and work plans).		ID	D			R				
a. Prioritize a list of schedule items.		ID	D			R				
b. Determine the most efficient way to keep a record of appointments.		ID				R				
c. Add meetings and appointments to a calendar.		ID				R				
d. Explain how to handle cancelled appointments.		ID								
e. Explain the steps involved in making reservations.		ID								
f. Develop a work plan for an assigned project.	D	ID	D	D	D	R	D	D	D	D
15. Compute money transactions (i.e., making change, preparing bank deposits, and reconciling bank statements).		ID	ID	ID	D	R	D			
a. Identify the functions and important characteristics of money.			ID	ID						ID
b. Understand the primary services provided by commercial banks and other financial institutions.			ID	ID						
c. Simulate opening a checking account and demonstrate how to write and endorse checks.			ID	ID						
d. Demonstrate the ability to reconcile a bank statement.			ID	ID						

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	Keyboarding	Business Procedures	Employment Skills	General Business	Accounting	OJT/Simulation	Computer App.	Bus. Communic.	Business Math	Economics
e. Describe the duties of a cashier.			ID	D						
f. Perform mathematical computations with skill and accuracy.		ID	ID						ID	
g. Record cash and charge sales on various forms and compute the sales tax.			ID		ID	D				
16. Demonstrate basic accounting procedures (i.e., using the basic accounting equation, posting debits and credits, journalizing source documents, and understanding financial reports).					ID	R				
a. Perform basic accounting procedures, including recording, summarizing, and reporting.					ID	R				
b. Explain the accounting equation.					ID	R				
c. Explain the accounting cycle.					ID	R				
d. Explain the difference between bookkeeping and accounting.					ID	R				
e. Prepare and use monthly records.					ID	R				
f. Update accounts by adjustment.					ID	R				
g. Demonstrate efficient operation of an electronic calculator.					ID	R				
h. Use integrated accounting software to prepare a general ledger, accounts receivable, accounts payable, inventory, and payroll.					ID	R				
i. Analyze and interpret financial records.					ID	R				
j. Apply accounting procedures to taxes, notes, and/or drafts.					ID	R				
k. Initiate and keep a double-entry set of accounting records, both manually and with integrated accounting software, for a simulated business firm with entry-level job competence.					ID	R				
l. Understand the use of "tools", such as accounting software and spreadsheets, reinforce the basic accounting fundamentals.					ID	R				
m. Apply the procedures of account-control systems using voucher, inventory-control, and budgetary-control systems.					ID	R				
n. Complete a microcomputer-generated business simulation for a small business.					ID	R				
17. Establish and maintain financial records.					ID	R				D
a. Prepare a trial balance, balance sheet, and income statement.					ID					

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	Keyboarding	Business Procedures	Employment Skills	General Business	Accounting	OJT/Simulation	Computer App.	Bus. Communic.	Business Math	Economics
b. Demonstrate the ability to maintain a petty cash fund and records.		ID			D					D
c. Use a computer to learn recordkeeping concepts by completing computerized exercises using appropriate software.					ID		ID			
d. Describe the importance of establishing and using a budget.		ID	D		D					D
e. Explain the importance of keeping an accurate checkbook register.		ID	ID	D	ID					
18. Compare and contrast the applications of personal computer and mainframe computer systems.							ID			
a. Understand basic concepts of care and use of a microcomputer and its software.							ID			
b. Define basic computer vocabulary.	D						ID			
c. Answer questions that demonstrate an understanding of the technical skills, knowledges, educational levels, and attitudes needed for careers using personal and mainframe computer systems.		D	D				ID			
d. Describe the characteristics of a personal computer system.							ID			
e. Describe the characteristics of a mainframe computer system.							ID			
f. Identify criteria used to select a personal computer or a mainframe computer.							ID			
19. Compare and contrast centralized and decentralized word processing. (similarities and differences, advantages and disadvantages)		ID					ID			
a. List the advantages and disadvantages of a centralized word processing system.		ID					ID			
b. List the advantages and disadvantages of a decentralized word processing system.		ID					ID			
c. Explain where a centralized word processor would be most effectively used.		ID					ID			
d. Explain where a decentralized word processor would be most effectively used.		ID					ID			
20. Explain the relationship of government and business.				ID						ID
a. Describe the role of government in business decision making.				ID						D

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	Keyboarding	Business Procedures	Employment Skills	General Business	Accounting	OJT/Simulation	Computer App.	Bus. Communic.	Business Math	Economics
b. Describe the role of government in a capitalistic society.				ID						ID
c. Explain the advantages and disadvantages of government regulations.				ID						D
d. Identify government regulations which have a direct impact on business.				ID						D
21. Explain the concept of competition.				ID	D					ID
a. Explain the effect that competition has on prices.				ID						ID
b. Describe the benefits of competition in a free enterprise system.				ID						ID
c. Determine who benefits from competition.				ID						ID
d. Identify major causes of business failures.				ID						ID
e. Understand the advantages and disadvantages of a franchise business.				ID						ID
22. Analyze the concept of supply and demand.				ID						ID
a. Explain the concept of supply and demand in a free enterprise system.				ID						ID
b. Demonstrate how supply and demand determine price in competitive markets.				ID						ID
c. Give an example of how purchasing patterns affect supply and demand.				ID						ID
d. Give an example of how supply and demand work in a specific organization.				ID						ID
23. Explain the concept of organized labor and business.				ID						ID
a. Define what is meant by organized labor.				ID						ID
b. List the advantages and disadvantages of organized labor.				ID						ID
c. Describe the relationships between labor and management.				ID						ID
d. Define arbitration and explain how it is used in labor disputes.				ID						ID
24. Explain the concept of business cycles.				ID						ID
a. Identify techniques a company might use to sustain the growth and maturity stages of a product or service.				ID						ID
b. Identify factors that affect the life span of a product or service.				ID						ID

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	Keyboarding	Business Procedures	Employment Skills	General Business	Accounting	OJT/Simulation	Computer App.	Bus. Communic.	Business Math	Economics
c. Define a business cycle.				ID						ID
d. Prepare a chart or graph that illustrates a business cycle.				ID						ID
25. Explain the nature of international trade.		D		ID						ID
a. Explain how we depend on world trade for many goods and services.		D		ID						ID
b. Describe the difference between foreign trade and domestic trade.				ID						ID
c. Identify advantages and disadvantages associated with world trade.		D		ID						D
d. Explain how dissimilarities in the economic, legal-political, and sociocultural environments throughout the world affect business operations.		D		ID						D
e. Define international management and explain how it differs from the management of domestic business operations.				ID						D
f. Describe market entry strategies that business firms use to develop foreign markets.				ID						D
g. Describe the characteristics of a multinational corporation and the generic strategies available to it.				ID						D
h. Explain the steps in the strategic planning process for multinational corporations.				ID						D
i. Identify the organizational structures that other nations use and the factors that determine the appropriate structure.				ID						D
26. Explain the concept of profit.				ID	ID					ID
a. Defend the concept of profit.				ID						ID
b. Identify the factors that affect the profit of a business.				ID						ID
c. Differentiate between gross income and net profit.				ID	ID				D	
d. List the roles of business enterprises, consumers, and government in our mixed capitalist system.				ID						ID
e. Compare our capitalistic system with other economic systems of the world.				ID						ID
27. Recognize relevant, ethical issues in business.		ID	ID	ID	D	R	D			D
a. Determine the impact of ethically responsible actions of a business.				ID						
b. Assess the value of business ethics on society.		D	ID	ID						

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	Keyboarding	Business Procedures	Employment Skills	General Business	Accounting	OJT/Simulation	Computer App.	Bus. Communic.	Business Math	Economics
c. Evaluate own perception of ethics and how it relates to business ethics.		D	ID	ID						
d. Read and prepare written summaries of articles from current business periodicals.		D	ID	ID						
e. Give an oral report to the class on an ethical issue that has been researched.		D	ID	ID						
28. Explain types of business ownership.				ID						ID
a. Understand the basic differences among the three most common forms of business ownership.				ID						ID
b. Describe the advantages and disadvantages of proprietorships, partnerships, and corporations.				ID						ID
c. Understand that risk-taking is a critical element in the establishment of a business enterprise.				ID						ID
d. Identify decisions which need to be made before opening a business.				ID						ID
29. Utilize reference materials and resources.	ID	ID	D	D	D	R	D	D		D
a. Demonstrate the use of a zip code directory.		ID	I	D		R		D		
b. Use a telephone book to answer an informational quiz about your area.		ID	I							
c. Use a reference manual/dictionary to complete a document.	D	ID	D	D	D	R	ID	D		D
d. Use an atlas to determine the best route to take to travel to four foreign countries.		ID		D						
e. Use a city directory to look up information about a list of individual names/addresses.		ID	ID			R				
30. Identify chain of command and protocol within an organizational structure.		ID	ID	ID		D				
a. Explain an organizational chart.		ID	I	ID		D				
b. Explain what is meant by chain of command.		ID	ID	ID		D				
c. Describe the proper procedure for addressing superiors.		ID	ID	ID		D				
d. Define supervision and explain its importance in employee training and job performance.		ID	ID	ID		D				
e. Use your school as an example and define the chain of command and protocol to be followed if you wished to see the top administrator.		ID	ID	ID		D				
31. Identify employee rights and responsibilities in the workplace (i.e., legal applications and liability).		I	ID	ID		R				

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a. Develop an understanding of responsibilities in the workplace through direct on-the-job instruction.		I	I			DR				
b. Interpret and apply legal principles to business situations.			I	I						
c. Recognize an individual's legal rights and responsibilities in a democratic society.			I	I						
d. Demonstrate an awareness of legislation affecting business.				I						
e. Explain what is meant by loyalty to an employer/organization.		I	I	I						
f. Explain the meaning of equal opportunity for job applicants.		I	I	I						
32. Identify the components of customer relations and the importance of each.		ID		ID		R		I		
a. Demonstrate the "you" attitude in business correspondence.		D	I	ID				ID		
b. Explain the importance of effective oral and written communication in business.		D	I	ID				ID		
c. Apply effective nonverbal communication.		D	D			R		ID		
d. Describe why customers are important to businesses.		D	D	I						D
e. Explain the customer's role in the relationship.		D	D	I						D
33. Demonstrate the use of learning strategies and higher order thinking skills.	ID	ID	ID	ID	ID	R	ID	ID	ID	ID
a. Demonstrate decision-making skills in small group situations.		D	D	I		D		D	D	D
b. Utilize visual images to enhance understanding of concepts.		D	D	ID				D	D	ID
c. Evaluate information provided to form opinions and determine a course of action.		D	D	ID				D	D	ID
d. Prepare a chart illustrating the types of business ownership in America.				ID						D
e. Use appropriate reference materials to present an oral presentation on the concept of competition.			D	ID				ID		D
LEADERSHIP										
1. Speak effectively in front of others.		D	D	I		D		ID		D
a. Summarize and explain to the class an article from a magazine/newspaper.		D	D	I				D		D

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	Keyboarding	Business Procedures	Employment Skills	General Business	Accounting	OJT/Simulation	Computer App.	Bus. Communic.	Business Math	Economics
b. Recite information covered in class during discussions.	D	D	D	ID	D		D	D	D	D
c. Develop and propose a position statement regarding a major business issue.				ID						D
d. Give a short presentation to the class using correct grammar.		D	D	I				D		D
e. Give a presentation to a large group such as a professional organization.		D						I		
f. Recognize nonverbal cues of listener(s).		D						ID		
g. Use language, tone, style, format, and vocabulary appropriate for the purpose and audience.		D						ID		
h. Participate in meetings.		I				D				
2. Listen effectively.	D	ID	D	D	D	DR	D	ID	D	D
a. Recognize the importance of good listening skills.	D	ID	D	D	D	DR	D	ID	D	D
b. Demonstrate techniques that assist the listening process.	D	ID	D	D	D	DR	D	ID	D	D
c. Follow verbal directions.	D	ID	D	D	D	DR	D	ID	D	D
d. Repeat oral directions to the instructor.	D	ID	D	D	D	DR	D	ID	D	D
e. Explain the difference between active and passive listening.		I						I		
f. Write down key points from a lecture as given.	D	D	D	I	D		D	D	D	D
g. Recognize the benefits of effective listening at school and work.	D	D	ID			DR	D	D		
h. Perform work correctly the first time.	ID	D	D	ID	D	R	D	D	D	D
3. Demonstrate personal management techniques (i.e., problem solving, creative thinking, motivational goal setting, team work, negotiation, self-esteem, assertiveness and stress management).		D	I	I		D				
a. Establish short-term and long-term goals.		D	I	I		D				
b. Assess own values and motivation.		D	I	I		D				
c. Formulate a plan to attain goals.		D	I	I		D				
d. Demonstrate the desire to attain goals.		D	I	I		D				
e. Demonstrate the ability to work with peers toward a common goal.		D	I	I		D				
f. Develop a new way to solve a given problem.		D	I	I		D				
g. Perform tasks with self-confidence.		D	I	I		D				
h. Demonstrate the ability to meet business production standards while working under the pressures of time, interruptions, and changing priorities.		D	I	I		D				

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4. Organize an event.		I	I							
a. Identify the steps required to organize an event.		I	I							
b. Identify the follow up activities for an event.		I	I							
c. Explain the importance of an agenda for each event.		I	I							
d. Prepare an agenda.		I	I							
e. Plan an activity for National Education for Business Week.		I	I							
f. Plan for a guest speaker in class.		I	I							
5. Prioritize series of tasks.	ID	ID	I		D	DR	I	D		
a. Analyze tasks to determine the time required to be completed.	D	ID	I		D	D	D	D		
b. Analyze tasks to determine the order in which to be completed.	D	ID	I		D	D	D	D		
c. Identify tools used to assist in prioritizing tasks.		I	I							
d. Explain the importance of completing tasks in a predetermined sequence.		I	I							
6. Define goals.		D	ID			DR	I			
a. Establish short-term and long-term goals.		D	ID			DR	I			
b. Identify objectives to be completed to reach goals.		D	ID			DR	I			
c. Determine a plan to complete objectives.		D	ID			DR	I			
d. Identify a method for evaluating attainment of goals.		D	ID			DR	I			
7. Facilitate group interaction.		I		D				I		D
a. Use listening skills when others are speaking.	D	D	D	D	D	R	D	ID	D	D
b. Show support for other group members by providing positive verbal and nonverbal messages.		ID	D	D		R		ID		D
c. Use questioning techniques to gain additional information.	D	D	D	D	D	R	D	ID	D	D
d. Allow all members of the group to participate in the conversation.	D	D	D	D	D	R	D	ID	D	D
8. Resolve conflict.		D	I	D		D				
a. Recognize that conflicts are a part of work.		D	I	D		D				
b. Use listening skills to learn all aspects of the conflict.		D	I	D		D				
c. Identify possible solutions.		D	I	D		D				
d. Assess the feasibility of each solution.		D	I	D		D				
e. Determine a plan to put solution into action.		D	I	D		D				

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	Keyboarding	Business Procedures	Employment Skills	General Business	Accounting	OJT/Simulation	Computer App.	Bus. Communic.	Business Math	Economics
f. Evaluate effectiveness of solution.		D	I	D		D				
9. Adapt to environment/situation and diverse workgroups.		D	ID	D		D	D	D		
a. Demonstrate a willingness to work cooperatively.		ID	ID	D		R	D	D		
b. Accept changes in working conditions in a positive manner.	D	ID	ID	I	D	D	D			
c. Understand that work requirements/standards vary among employers.		ID	ID	I		D				

JOB GETTING, JOB KEEPING

	Keyboarding	Business Procedures	Employment Skills	General Business	Accounting	OJT/Simulation	Computer App.	Bus. Communic.	Business Math	Economics
1. Identify job skills of and qualifications for securing a position.		ID	ID	I						
a. Conduct a career/job search.		ID	ID	I						
b. Read the Occupational Outlook Handbook and identify job titles in a specific career area.		ID	ID	I						
c. Define specific skills needed for various employment positions.		ID	ID	I						
d. Compare available job openings.		ID	ID	I						
2. Identify the process for securing employment.		ID	ID	I						
a. List the steps to take to secure employment.		ID	ID	I						
b. Define terminology used in the employment securing process.		ID	ID	I						
c. Evaluate individual ability to meet specified requirements.		ID	ID	I						
3. Identify resources to locate available jobs.		ID	ID	I						
a. List sources in the community where job opening information is available.		ID	ID	I						
b. Contact at least three people and identify how they located their current job.		ID	ID	I						
c. Compare public and private employment services.		ID	ID	I						
d. Read the Classified Ad section of the newspaper and identify three potential jobs of interest.		ID	ID	I						
4. Track the job application process.		ID	ID	I						
a. Develop a form to record the steps for the application process.		ID	ID	I						
b. Develop a legend to be used for completing the process.		ID	ID	I						

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	Keyboarding	Business Procedures	Employment Skills	General Business	Accounting	OJT/Simulation	Computer App.	Bus. Communic.	Business Math	Economics
c. List potential employers, their addresses, and their phone numbers.		ID	ID	I						
d. Secure names of contact personnel for each potential employer.		ID	ID	I						
5. Complete required employment forms.		ID	ID	I						
a. Identify the purpose of a W-4 (Tax Withholding), an I-9 (Verification of Citizenship), and an application blank.		ID	ID	I						
b. Understand the importance of completing forms accurately and honestly.		ID	ID	I						
c. Proofread completed forms for accuracy and completeness.		ID	ID	I						
6. Write application letter and resume.		ID	ID	I						
a. Identify components of a resume.		ID	ID	I						
b. Explain the importance of the letter of application and resume to the job search process.		ID	ID	I						
c. Compose and key an application letter for a specific job opening.		ID	ID	I						
d. Use proofreading skills to locate and correct all errors.		ID	ID	I						
7. Demonstrate positive interviewing techniques.		ID	ID	I						
a. Make arrangements for a job interview.		ID	ID	I						
b. Understand the importance of proper dress and hygiene.		ID	ID	I						
c. Maintain eye contact in a mock interview.		ID	ID	I						
d. Review questions a personnel manager might ask.		ID	ID	I						
e. Answer questions with self-confidence.		ID	ID	I						
f. Ask questions of the interviewer which reflects the interviewee's interest in the company.		ID	ID	I						
8. Evaluate job offer (e.g., benefits, salary, working conditions and relative cost of living).		ID	ID	I						
a. Understand that a job offer involves more than salary.		ID	ID	I						
b. Rank order the importance of various benefits.		ID	ID	I						
c. Compare positions with various benefit options.		ID	ID	I						
d. Identify possible negative factors in a job offer.		ID	ID	I						
9. Follow directions.	ID	ID	D	D	D	R	ID	D	D	D

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	Keyboarding	Business Procedures	Employment Skills	General Business	Accounting	OJT/Simulation	Computer App.	Bus. Communic.	Business Math	Economics
a. Complete an assignment from written directions.	ID	D	D	D	D	R	ID	D	D	D
b. Complete a scavenger hunt which provides specific instructions.			I	I						
c. Locate a specific object in the community by following oral directions.		I	I							I
d. Recognize the importance of following directions accurately.	ID	ID	D	D	D	R	ID	D	D	D
10. Work effectively with others.	D	ID	ID	D	D	R	D	D	D	D
a. Explain proper group behavior in a business setting.		ID	ID	I						
b. Complete a self-check on how to get along with others.		ID	ID							
c. Determine how to handle a conflict of interest situation.		ID		I	I	D		D		D
d. Role play various work situations.		ID				D				
11. Interact with others in a courteous and tactful manner.		ID	ID			D				
a. Show respect for others.		ID	ID			D				
b. Respond to questions positively.		ID	ID			D				
c. Work effectively in small groups.		ID	ID			D				
d. Display appropriate behavior on a business tour.		I	I							
12. Cooperate with others.		I	I			D				
a. Serve as a member of a committee.		I	I			D				
b. Exhibit flexibility to reach a solution.		I	I			D				
c. Share resources.		I	I			D				
13. Accept individual differences.		I	I	I		D				
a. Discover potential human relations problems through case studies.		ID	D	I						
b. Appreciate the differences between differing cultures.		ID	I	I						
c. Indicate how different cultures respond in a selected work situation.		I	I	I						
d. Make a display recognizing individual differences.		I	I							
14. Respect the property of others and the employer.		ID	I	I		DR				
a. Make appropriate use of supplies.	ID	D	ID	I	D	DR	D	D	D	D
b. Reduce waste in the work area.	ID	D	ID	I	D	DR	D	D	D	D
c. Respect privacy of co-workers' areas.		ID	ID	I	D	DR	D			

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	Keyboarding	Business Procedures	Employment Skills	General Business	Accounting	OJT/Simulation	Computer App.	Bus. Communic.	Business Math	Economics
15. Organize thoughts and clearly express point of view, both written and orally.	D	D	D	D		R	D	ID		D
a. Prepare copy for release to the media.	I	I					I	I		
b. Determine preventative actions for business communications problems.		D	D	I				ID		
c. Debate the pros or cons of a current business-related issue.		D	D	ID				D		D
16. Exhibit dependability.	D	ID	ID	D	D	R	D	D	D	D
a. Complete assigned tasks.	ID	D	D	D	D	R	ID	D	D	D
b. Present work by due date.	ID	D	D	D	D	R	ID	D	D	D
c. Demonstrate ability to complete a task with minimum supervision.	ID	D	D	D	D	R	ID	D	D	D
17. Demonstrate punctuality.	D	ID	ID	D	D	R	D	D	D	D
a. Arrive to class/work on time.	D	ID	ID	D	D	R	D	D	D	D
b. Submit work on time.	D	ID	ID	D	D	R	D	D	D	D
c. Follow through on assigned tasks.	D	ID	ID	D	D	R	D	D	D	D
18. Follow rules, regulations, policies and procedures.	D	ID	ID	D	ID	R	D	D	D	D
a. Demonstrate getting along in a business with proper business etiquette.		ID	ID			R				
b. Demonstrate a sense of belonging.		ID	ID			R				
c. Explain the importance of complying with business rules and regulations.		ID	ID							
d. Select the appropriate method to handle confidential information.		ID	ID		D	R				D
19. Ask for help when needed.	ID	D	D	D	ID	R	ID	D	D	D
a. Complete an assignment which has incomplete directions.	ID	ID	ID	D		DR	D	D		D
b. Seek funding/assistance for a class project or trip.		I		I						
20. Accept new challenges.	D	ID	D	I	D	D	D			
a. Complete additional work which is not part of an assignment.	ID	D			D	R	ID	D	D	
b. Volunteer to do community service.		I		I						
c. Display a desire to seek a nontraditional occupation.		I	I			ID				
21. Accept supervision willingly.	D	ID	I	D	D	DR	D	D	D	D

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	Keyboarding	Business Procedures	Employment Skills	General Business	Accounting	OJT/Simulation	Computer App.	Bus. Communic.	Business Math	Economics
a. Understand and promote employer-employee relations.		ID	I	I		DR				
b. Accept suggestions from superiors.	D	ID	I	I	D	DR	D	D	D	D
c. Demonstrate proper acceptance and constructive use of criticism.	D	ID	I	I	D	DR	D	D	D	D
22. Adapt to change/demonstrate flexibility.	D	ID	I	I	D	DR	D	D	D	D
a. Rotate work stations.	D	ID			D	DR	D			
b. Rotate business equipment (i.e., typewriters, computers, dictation machines, calculators).	D	ID			D	DR	D			
c. Use various software packages to complete work.	D	ID			D	D	D	D		
23. Manage and utilize time effectively.	D	ID	ID	D	D	DR	D	D	D	D
a. Demonstrate planning work over an extended period of time to meet deadlines.	D	ID	ID	D	D	DR	D	D	D	D
b. Choose appropriate action in a situation requiring effective time management.	D	ID	ID	D	D	DR	D	D	D	D
c. Use entire class period effectively.	D	ID	ID	D	D	DR	D	D	D	D
24. Plan and prioritize daily work.		ID	ID			DR				
a. Use a "Things To Do" list, daily planner, or calendar.		ID	ID			DR				
b. Prepare a daily schedule for an employer.		ID	ID			DR				
c. Organize simulated tasks in priority order.		ID	ID			DR				
25. Produce expected quantity and quality of work.	ID	D			D	R	ID	D	D	
a. Complete a practice set.	ID	D			D	R	ID			
b. Complete a business simulation.	ID	D			D	R	ID			
26. Take responsibility for mistakes and/or good work (i.e. accept criticism and/or praise).	D	ID	I	I	D	DR	D	D	D	D
a. Recognize that assigned grade is earned, not given.	D	D	D	I	D	D	D	D	D	D
b. View individual contribution to a group project with a realistic attitude.		D	ID	ID		D				D
c. Respond to appraisal of work in an open and appropriate manner.	D	D	ID	ID	D	D	D	D	D	D
27. Understand how to utilize equipment correctly.	ID	D			D	DR	ID	D		D
a. Read instruction booklet(s).	I	I			I		I			
b. Demonstrate proper use of various business equipment.	D	ID				D	D			

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	Keyboarding	Business Procedures	Employment Skills	General Business	Accounting	OJT/Simulation	Computer App.	Bus. Communic.	Business Math	Economics
c. Explain how a computer contributes to efficiency in the workplace.	D	D		I		D	ID			
28. Maintain clean and orderly work area.	D	ID	ID		D	DR	D			
a. Keep only needed materials on work area.	D	ID	ID		D	DR	D			
b. Utilize desk organizers.		D	I			D				
29. Demonstrate personal hygiene and cleanliness.			ID			D				
a. Wear clean clothing.			ID			D				
b. Keep hair clean.			ID			D				
c. Keep body free from distractions (i.e., body odor, inappropriate cosmetics or jewelry, excessive perfume or cologne).			ID			D				
30. Project professional image appropriate to the workplace.			ID			D				
a. Wear appropriate clothing to a "professional" work day.			ID			D				
b. List items of clothing appropriate to the workplace.			ID			D				
c. Understand the part that accessories play in a work wardrobe.			ID			D				
ENTREPRENEURSHIP										
1. Identify skills required of a business owner.				ID						D
a. Describe the advantages and disadvantages of business ownership.				ID						D
b. Identify personal traits or characteristics of successful business owners and managers.				ID						D
c. Contrast various ways of organizing and operating an enterprise.				ID						D
2. Identify resources and factors in obtaining financing for a new business.				ID						D
a. Describe the concept of collateral.				ID						D
b. Identify the steps in obtaining a business loan.				ID						D
c. Demonstrate an awareness of entrepreneurship concepts, including the organization and management of a business.				ID						
d. Understand the role of financial institutions in the American economy and the financial services they offer.				ID						D

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	Keyboarding	Business Procedures	Employment Skills	General Business	Accounting	OJT/Simulation	Computer App.	Bus. Communic.	Business Math	Economics
e. Identify economic risks and how to protect against such risks.				ID						D
f. Understand business and financial management including investing and credit.				ID						D
g. Describe the functions of financial systems in the American economy.				ID						D
3. Identify the elements of a business plan.				ID						
a. List key objectives for the operation of a business.				ID						
b. Identify the distinguishing features and the market needs for an identified product or service.				ID						
c. Estimate the market potential in relation to the competition in a simulated exercise.				ID						
d. Identify the characteristics needed by members of a management team.				ID						
e. List the steps required to produce a specified product or service.				ID						
f. Indicate the amount of money needed, when it is needed, and how it will be used to start a business.				ID						

Professional Organizations

In the rapidly changing business world, it is essential for business educators to keep up with the changes. To do this, teachers need the assistance of experts in business education, other professionals, members of the business community, and lay people—all of whom seek to keep business education current and meaningful for students. Membership in professional organizations is one of the best ways of keeping abreast of changes in the business world. There are many professional organizations to which a teacher may belong and include both professional education and business organizations.

Through professional organizations teachers have opportunities to attend meetings and seminars conducted by leaders from business and education. Most organizations publish newsletters or journals which contain information that can be helpful in classroom instruction.

The listing which follows provides an overview of those organizations that are of special interest to business educators. The organizations are arranged by level and type. Specific details about each organization are also provided.

Educational Organizations - National/International Level

American Federation of Teachers (AFT)
11 Dupont Circle NW, Washington, DC 20036
Promotes collective bargaining for teachers and other educational employees. Conducts research on teacher stress, educating the handicapped and other educational issues. Lobbies for passage of legislation of importance to education and the labor movement. Presents annual Human Rights Award; bestows grants in education and labor areas.

Association for Supervision and Curriculum Development (ASCD)
125 N. West Street, Alexandria, VA 22314
For leaders in elementary, middle, and secondary education but is also for anyone interested in curriculum, instruction, supervision and leadership in schools. Membership includes a journal, yearbook, newsletters, annual conference curriculum study institutes, publications, audio and video tapes, films and filmstrips for staff development and inservice training, and an insurance plan.

International Association for Computers in Education (IACE)
1230 17th Street NW, Washington, DC 20036
Formerly the Association for Educational Data Systems (AEDS) formed in 1962. For anyone interested in computers in education.

International Council for Computers in Education (ICCE)
University of Oregon, 1787 Agate Street, Eugene, OR 97403
A non-profit professional organization actively working to improve computer education at all levels and in all disciplines.

National Education Association (NEA)
1201 16th Street NW, Washington, DC 20036
Professional organization for elementary and secondary school teachers, college and university professors, administrators, principals, counselors and others interested in American education.

Phi Delta Kappa (PDK)
International Headquarters Bldg., Eighth & Union, Bloomington, IN 47401
A professional education fraternity connected with approved colleges and universities of graduate rank maintaining schools, colleges, or departments of education. The purpose of PDK is to promote quality education, with particular emphasis on publicly supported education.

Educational Organizations - State Level

Iowa Association for Supervision and Curriculum Development (ASCD)
Iowa affiliate of ASCD

Iowa Computer Using Educators (ICUE)
Open to all individuals or institutions interested in the use of the computer in education and/or related research. Affiliated with ICCE.

Iowa State Education Association (ISEA)
4025 Tonwanda Drive, Des Moines, IA 50312
State association affiliated with NEA, it works to find solutions to major educational problems. Membership provides individuals with an organized structure and process that can be used to address issues at the building and school district level.

Professional Educators of Iowa
Affiliated with American Federation of Teachers.

Business Education Organizations - National/International Level

American Business Communications Association (ABCA)
University of Illinois, 608 S. Wright Street, Urbana, IL 61801
Offers placement service; bestows awards; sponsors research programs.

American Vocational Association (AVA)
2020 N. 14th Street, Arlington, VA 22201
Teachers, supervisors, administrators and others interested in the development and improvement of vocational, technical and practical arts education. Areas of interest include: industrial cooperative training programs; part-time classes for adults; supervisory and foreman training; technical training at sub-college levels; trade preparatory classes. The following divisions act as a representative voice for so named groups and support programs and activities in cooperation with AVA and other business education organizations.

Classroom Educators of Business and Office Education (CEBOE)

National Association of Supervisors of Business Education (NASBE)

National Association of State Supervisors of Business Education (NASSBE)

National Association of Teacher Educators of Business Education (NATEBE)

Delta Pi Epsilon (DPE)
National Office, PO Box 4340 Little Rock, AK 72214
A national honorary professional graduate society for men and women in business education. It consists of members of local chapters established at colleges and universities which offer graduate programs of business teacher education. It supports and promotes scholarship, leadership, and cooperation among all educational institutions, business organizations, and members of the Society.

International Society for Business Educators (ISBE)
United States Chapter, NBEA, 1914 Association Drive, Reston, VA 22091
Societe Internationale pour l'Enseignement Commercial (SIEC) is used for the international designation and ISBE, to designate the U.S. Chapter of SIEC. It is affiliated with NBEA and was founded in 1901. Each summer SIEC holds an economics course, usually in Europe, and highlights institutions of the host country as well as issues in business education. A full program of lectures, tours, and pedagogical sessions enables participants to gain a better understanding of the life and economy of the host country.

Joint Council of Economic Education (JCEE)
2 Park Avenue, New York, NY 17016
Economists and educators dedicated to improving economic education by improving the quality and increasing the quantity of economics being taught in schools and colleges. Initiates curriculum development and research; experiments with the new economics courses and ways to prepare teachers and students; provides updated teacher-pupil materials; coordinates national and local programs in economics education; provides consultant service to educators; sponsors conferences and workshops; tests new methods in practical school situations, college campuses, and cooperating school systems; and presents awards.

Marketing Education Association (MEA)
1908 Association Drive, Reston, VA 22091
MEA is for instructors, teacher-coordinators, local and state supervisors, teacher-educators, and other personnel responsible for maintaining, improving, and supporting marketing education programs. Its purposes are to develop high professional standards among the membership; to foster a better understanding of marketing education and its importance; to improve MEA by encouraging the dissemination of new ideas, fostering practical research, implementing promotional plans, and providing conferences and seminars; to support the marketing student organization; to establish a unified position on issues, policies, and legislation; to provide opportunities for better leadership development and professional growth; to improve relationships with other agencies, organizations, and institutions; and to serve as a catalyst for business support and involvement.

National Business Education Association (NBEA)

1914 Association Drive, Reston, VA 22091

NBEA is the nation's largest professional organization devoted exclusively to serving business education. Its members are business teachers, administrators, supervisors, teacher-educators, and college and university students planning to become business teachers. Its central objectives are to promote all phases of business education for both vocational and nonvocational students and to serve as a unifying agency among regional and other groups dedicated to that goal. NBEA provides for its members a publications program, a computer network--NBEA Net, insurance programs, conventions, curriculum guides, legislative liaison, research and development activities, National Business Competency tests, a clearinghouse for instructional aids, an awards program, affiliation with related national and international business education organizations, and opportunities for leadership at the regional and national levels.

Business Education Organizations - Regional Level

North-Central Business Education Association (N-CBEA)

N-CBEA is one of the five regional associations of the National Business Education Association (NBEA). Iowa business educators who belong to NBEA automatically hold membership in N-CBEA. States in this region are Illinois, Indiana, Iowa, Michigan, Minnesota, Missouri, Ohio, and Wisconsin. Annual activities of N-CBEA include holding a convention in conjunction with one of the eight states, publishing a newsletter, and sponsoring a project.

Business Education Organizations - State Level

Accountants Association of Iowa

414 SGA Building, Cedar Rapids, IA 52401

Business Professional Educators of Iowa (BPEI)

Organization for secondary and postsecondary business and office education coordinators in Iowa.

Delta Pi Epsilon (DPE)

Iowa has two chapters: Alpha Tau Chapter at the University of Northern Iowa and Omicron Chapter at the University of Iowa.

Iowa Business Education Association (IBEA)

State organization for all business educators. IBEA is the state affiliate of NBEA-N-CBEA. Membership includes newsletters, annual conventions, and area meetings.

Iowa Council on Economic Education (ICEE)

State affiliate of the Joint Council on Economic Education.

Iowa Marketing Educators (IME)

Organization for secondary and postsecondary marketing education coordinators and business educators in the marketing and management areas.

Iowa Society of Certified Public Accountants
4000 Westown Parkway, West Des Moines, IA 50265

Iowa Vocational Association (IVA)
State affiliate of AVA. IVA is open to all business educators--which accounts for three of its ten divisions; business education, marketing education, and office education.

Business Organizations - National/International Level

Administrative Management Society (AMS)
AMS Building, Maryland Road, Willow Grove, PA 19090
Professional administrators in administrative services, systems and information management educators, and management consultants. Promotes applications of scientific methods to business and industry for the purpose of increasing productivity, lowering costs and providing programs and courses of study. AMS encourages and participates in research; promotes sound employer relationships; presents merit awards; and sponsors professional accreditation for Certified Administrative Manager.

American Accounting Association (AAA)
5717 Bessie Drive, Sarasota, FL 33581
Promotes research and education in accounting. Sponsors fellowship program to furnish financial aid to PhD candidates in accounting.

American Institute of Certified Public Accountants
1211 Avenue of the Americas, New York, NY 10036

American Marketing Association (AMA)
222 S. Riverside Plaza, Suite 605, Chicago, IL 60606
Professional society of marketing and marketing research executives, sales and promotion managers, advertising specialists, teachers and others interested in marketing. Fosters research; sponsors seminars, conferences and student marketing clubs; provides educational placement service and doctoral consortium.

Association of Information Systems Professionals (AISP)
1015 North York Road, Willow Grove, PA 19090
Individuals interested or actively participating in the development and use of improved information processing methods and systems. AISP is primarily oriented toward internal text-based information systems within companies and deals with application of automation to the transfer of ideas to paper or electronic storage. Conducts annual salary survey; maintains library and speakers bureau; bestows awards; conducts specialized education.

Association of Records Managers and Administrators (ARMA)

4200 Somerset, Suite 215, Prairie Village, KS 66208

Administrators, managers, supervisors, specialists, educators and others interested in study of efficient records design and records keeping. Seeks to promote a scientific interest in records and information management; to provide a forum for research and the exchange of ideas and knowledge; and to furnish a source of records and information management guidance. Conducts research; presents awards; maintains placement service; provides speakers bureau; collaborates with American Standards Association on office practices and equipment.

Professional Secretaries International (PSI)

301 East Armour Blvd., Kansas City, MO 64111

For owners and managers of professional secretarial services. Organizes cooperative buying of secretarial equipment and supplies; sponsors advertising and educational programs through seminars and workshops.

Vocational Student Organizations

Vocational-technical educators have long recognized the importance of providing students personal and professional leadership development competencies that complement the job specific knowledge and skills needed for entry and successful progression in a particular career field. The vocational student organization (VSO) has evolved as the instructional strategy to provide students with personal and professional leadership development. The ten (10) national vocational student organizations that are recognized by the United States Department of Education are:

Business Professionals of America
DECA - Delta Epsilon Chi
Future Business Leaders of America - Phi Beta Lambda
National FFA Organization
Future Homemakers of America
Health Occupations Students of America
National Postsecondary Agricultural Student Organization
National Young Farmers Education Association
Technology Student Association
Vocational Industrial Clubs of America

Vocational student organizations (VSOs) provide a unique program of career and leadership development, motivation, and recognition for middle/junior high, secondary, postsecondary, adult and collegiate students enrolled in vocational-technical education programs. The VSO is a powerful instructional tool that works best when integrated into the vocational-technical curriculum.

VSOs Reinforce Workplace Basics

While employers say that the most important skills for any employee are the "basics"--reading, writing and arithmetic, they want much more. In addition to the vocational skills needed for entry level employment and advancement, employers express the need for a workforce that is capable of:

- knowing how to learn
- reading, writing and computation
- communicating effectively
- creative thinking and problem solving
- personal management
- group effectiveness
- setting personal and career priorities

Active participation in a VSO helps students achieve these characteristics making them more attractive to employers, and better able to compete in the market place for success in their chosen careers.

The VSO: An Instructional Strategy

VSOs are extremely effective "instructional tools" when used properly. VSO activities are integral to vocational-technical education and most effective when they:

a. are strategies used to develop, improve, and expand occupational competencies increasing the relevance of instruction;

b. are an extension of the classroom and laboratory instructional program which enriches and enhances student learning;

c. provide organized activities for students to gain personal and leadership knowledge and skill making them more employable and preparing them to assume positive roles in the home and community;

d. demonstrate goals and purposes which parallel the philosophy of vocational-technical education and its service areas within the program;

e. provide realistic learning experiences in an organized program which are directly related to the preparation of individuals for employment in careers and preparation for their role as family members and citizens.

The VSO Chapter - Developing Leadership Competencies

Early studies determined that leadership at secondary and postsecondary levels was "predictive of later leadership in adult business and social activities." It was further found "that leadership in student led activity was more highly related to various criteria for adult success than were scholarship or academic achievement" (Base, 1981). The VSO chapter is not intended to replace the classroom or laboratory, but rather to supplement them, thus providing students the opportunity to develop leadership competencies in addition to the knowledge and skills they are learning in their vocational-technical education program.

Integrating Competitive Events into the Educational Program

Most VSOs offer a competitive events program. The competitive events program has several purposes. Among them are:

- motivate students
- assist students in developing confidence in themselves and their occupational knowledge and skills
- develop self esteem
- refine occupational knowledge and skills
- develop individual and group leadership skills

The competitive events program of the VSO is an effective instructional tool to achieve the above and as a result, help students be more effective in their chosen career field. Competition is the means by which these goals are achieved, not the end or sole purpose of the activity. Likewise, the medallion, plaque or trophy the student might win is an added incentive, but not the purpose of the competition.

Competitive events can also help vocational education programs attract more students to their respective career fields, as well as encourage excellence in individual and team performance. Classroom and laboratory grades alone will not always motivate the student to give her or his very best and or achieve in their chosen career.

Competition also prepares vocational students for a highly competitive and demanding workforce. Graduates from vocational programs must have a competitive spirit if they are to advance within their chosen career fields. VSO members will have the opportunity to gain this "competitive edge" if they have participated in the competitive events program sponsored by the ten vocational student organizations. In the tradition of the Olympics, "you get the best from yourself when you give the best of yourself."

Summary

All students enrolled in a vocational-technical education program may also be actively involved in their respective VSO. To achieve this goal it is essential that vocational-technical instructors and school administrators understand the nature and purpose of the VSO. The VSO can greatly enhance the ability of the graduate of the vocational program to enter and advance in employment, as well as be a productive member of society. As a result, the vocational-technical education instructor should plan to integrate the VSO into the curriculum as it is being planned and developed.

Business Professionals Of America, Inc.

Business Professionals of America is a state and national organization for students preparing for careers in the business world. Business Professionals of America is made up of individual chapters in secondary and post-secondary institutions across the country. This organization provides the opportunity for the development of leadership skills, personal and professional growth, and career related competencies. Involvement in Business Professionals of America will enhance social awareness, civic responsibility and understanding of the business community. Membership totals over 65,000 members enrolled in business and/or office education programs.

Occupations for which members of Business Professionals of America are preparing include: information processing, financial and data processing, and office support. Job titles in these occupations might include: Accountant, bank teller, clerk typist, computer operator, file clerk, data entry operator, programmer, word processing secretary, or secretary and/or stenographer.

Involvement as an active Business Professionals of America member will be one of the most rewarding aspects of any educational career. Members are given opportunities for leadership development and will learn how to work effectively with others. Through Business Professionals of America involvement, lasting relationships will be developed within community business circles and members will be given exposure to potential new employers. Opportunities for have fun, visiting new exciting places, experiencing new activities, and opportunity growing - both personally and professionally is what Business Professionals of America is all about.

While members polish their technical skills in the classroom, they have the opportunity to demonstrate their newly acquired skills in competition with other Business Professionals of America members on the local, state, and national levels. That means members may be able to attend regional, state, and national conferences. Member involvement and opportunities are endless.

Membership in Business Professionals of America means:

Learning how to work effectively with others and to take advantage of every opportunity to learn and understand the needs of employers.

Demonstrating occupational and leadership skills in competitive events. Serving their community by helping the underprivileged, ill, orphaned, aged, and the unfortunate.

Preparing for citizenship roles through leadership development activities, workshops, and conferences.

Developing a respect for business and office occupations through professional activities involving speakers, tours, and seminars.

Our members are given numerous opportunities for personal achievement and recognition through Business Professionals of America sponsored activities and programs.

The Competitive Events Program measures and recognizes members' business and office skills, leadership abilities, and chapter team efforts. Competitive events are offered on the regional, state and national levels.

The Torch Awards Program is a four level personal achievement program (Executive, Diplomat, Statesman, and Ambassador). Members are recognized for their involvement in chapter and related activities.

The National Leadership Conference is the highlight of the membership year. The election of National Officers, presentations and workshops given by nationally known speakers and competitive events are offered during the four-day annual event held each spring.

An active Business Professionals of America Chapter is an involved chapter. There are 17 Special Recognition Award Programs designed to provide individual or chapter recognition:

- Alumni Certificate of Recognition
- American Spirit Award
- Business Professionals of America Week
- Promotion
- C.A.R.E. (Community Action to Reach Everyone)
- Hall of Fame and Outstanding Service Award
- Membership Explosion
- 100% Membership
- Merit Scholar
- Mortgage Pay-off Campaign
- National Banner Award
- Quill Award
- Safety Awareness
- Special Olympics
- Star Advisor
- Star Chapter
- The Professional Cup

Members develop the essential personal and professional traits and skills which influence today's employers as they make their hiring decisions. Our members develop the following skills:

Self confidence The ability to communicate effectively Leadership skills The value of teamwork.

Through a vision of setting the standard of excellence for vocational students and being a cohesive agent in the world-wide networking of education, business and industry, Business Professionals of America contributes to the preparation of a world-class workforce through the advancement of leadership, citizenship, academic and technological skills and knowledges.

Future Business Leaders Of America - Phi Beta Lambda, Inc.

Each year thousands of students launch promising and rewarding careers through participation in Future Business Leaders of America-Phi Beta Lambda, Inc., a vocational student education association.

Through its three divisions--Future Business Leaders of America (FBLA), Phi Beta Lambda (PBL), and Professional, (FBLAPBL) members bridge the gap between classroom and the business world by giving them an opportunity to learn first hand about the business community.

Membership in FBLA is open to students in grades 7 through 12, and membership in PBL is open to postsecondary students. Professional Division membership is open to all individuals interested in promoting the goals of FBLA-PBL. The Professional Division is composed of former members, educators, parents, businesspersons, community supporters, and anyone who contributes to the growth and development of the association and its members. Consequently, every FBLA-PBL program, service, and activity has been designed to achieve one or more of these goals:

- Develop competent, aggressive business leadership
- Strengthen the confidence of students in themselves and their work
- Create more interest in and understanding of American business enterprise
- Encourage members in the development of individual projects which contribute to the improvement of home, business, and the community
- Develop character, prepare for useful citizenship, and foster patriotism
- Encourage and practice efficient money management
- Encourage scholarship and promote school loyalty
- Assist students in the establishment of occupational goals
- Facilitate the transition from school to work

FBLA-PBL involves nearly 300,000 active members in 12,000 chartered chapters in the 50 states, Guam, American Samoa, the Canal Zone, Puerto Rico, the Virgin Islands, and Department of Defense Dependent Schools worldwide. FBLA-PBL is divided into five regions. All local chapters operate under the supervision of a state chapter, and all function within the framework of the national organization.

Activities vary across the world and include community service, educational, social, professional development, civic, and financial chapter activities.

National community service programs are the In Praise of Age Project (uses the experience of senior citizens to better prepare chapter members for the business world), March of Dimes (raises funds for March of Dimes and conduct awareness programs to educate people about preventing birth defects), and Tourette Syndrome (raises funds and build community awareness of the neurological disorder).

FBLA-PBL has an annual national theme which is announced in publications. Chapters are encouraged to use the theme (or themes from previous years) in planning or publicizing chapter activities and programs. Past themes include:

In Touch with the Business of America
Getting Involved
Business with Class
The Best in Business
Proud to be an Amer-I-Can
The Business Advantage
50 Years--Investing in Futures

FBLA-PBL Week is a nationwide opportunity to promote community and school awareness of the national association.

American Enterprise Day, held annually on November 15, celebrates the achievements of America's free market economy. Since its proclamation by President Carter, American Enterprise Day has helped increase school and community awareness of the benefits of and challenges of American enterprise.

FBLA-PBL offers a variety of meetings that promote leadership development. Whether at the district, state, regional, or national level, participating in FBLA-PBL conferences offers members the opportunity to form useful and lasting networks. In addition, at these meetings, local and state chapter leaders come in contact with the national staff. These contacts foster a better understanding of the FBLA-PBL structure and national programs.

The Management Series is an in-depth training session for newly elected national, state, and local chapter leaders and their advisers. This summer conference prepares chapter leaders to assume their elected responsibilities. The meeting is held in the Washington, D.C., area.

The National Fall Leadership Conferences take place in each of the association's five regions. Students and advisers share ideas and reaffirm common goals while participating in professional development and career opportunity workshops. Participants gain a better understanding of the organization at the national level.

A state conference is held in the fall to provide leadership opportunities for all members and to allow a time for sharing chapter ideas.

State Leadership Conferences are conducted in the spring and feature state competitive events and the election of state officers . State winners are given the opportunity to compete at the National Leadership Conference in national events.

The Mid-Year Planning Conference brings together national officers, their advisers, and the national staff to assess progress regarding their goals, to plan for involvement in State Leadership Conferences, and to plan for the remainder of the program year.

The National Leadership Conference concludes the year's activities and sets the stage for the upcoming school year. The FBLA and PBL National Leadership Conferences are held each summer in a major American city. Participants get involved in business-related and leadership development workshops, tour business and corporate facilities, elect national officers, and participate in national competitive events.

The Professional Division holds its annual business meeting during the National Leadership Conference as well.

Model Programs
for
Health Occupations Education

Developed by Program Management Committee

Program Management Guide
Health Occupations

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Health Occupations Education

Mission

Health Occupations Education programs are designed to respond to a dynamic health care delivery system, inclusive of a wide range of current and evolving careers. The competency based programs are learner centered -designed and managed to provide opportunities for all students who may benefit from a career in the health field. The programs require cooperation and communication between the partners of the health care industry, and the educational system, such as the local education agencies, community college system, the area education associations, or other postsecondary institutions, to provide the opportunity for gaining entry-level skills as well as preparation for securing advanced skills. Professionalism of health care providers is an integral part of each program with credentialling required in many positions in the health care field.

The Health Occupations Education Curriculum

Health Occupations classes provide students with knowledge and skills needed for entry into the workforce either immediately upon graduation, or after attaining further education.

The Health Occupations curriculum provides a strong general foundation in the basics of health care, including the health care delivery system, wellness, ethical and legal parameters, and care of self. These areas may serve as the springboard for developing short term courses needed in a particular agency or community, and/or are expanded in the curriculums for the Nurse Aide, Emergency Services and Practical Nurse, which must also meet the requirements of other agencies, and include clinical experiences.

Because of the need for a wide variety of health personnel, the health occupations curriculum must provide opportunities to develop the knowledge and skills needed to provide health care to a diverse and growing health care industry.

The Design of this Guide

This guide is designed to provide a health occupations curriculum with options to meet Senate File 449. The Model Programs provided illustrate possible sequencing of course offerings. However, each school will need to select the program and sequencing which best meets its needs.

There are four possible Health Occupations programs:
- General Health Occupations
- Nurse Aide
- Emergency Services
- Practical Nursing

General Health Occupations is a program of study in the fundamentals of the health occupations. It provides opportunities to discover the complex arena of the health care delivery system, identify personnel employed in health care, and develop basic skills for employment which does not require a health occupations credential.

Nurse Aide is a program of study leading to a credential as a nurse aide for employment in long term care facilities or acute care facilities. Upon completion of the course requirements which meet both state and federal requirements, a state approved competency examination is available. Upon successful completion of this examination, the student is registered with the Department of Inspections and Appeals as a Nurse Aide, qualified for employment in any of Iowa's long term care facilities and in skilled nursing units in Iowa's hospitals. Clinical experiences in long term and acute care facilities are a required component of this program.

Emergency Services is a program which provides the opportunity for credentialling in basic CPR, first responder or EMT-A (Emergency Medical Technician - Ambulance). Upon successful completion of the course requirements which are based on the Department of Transportation curricula, completers are eligible for Department of Health credentialling after successful completion of written and/or practical examinations. Clinical experiences are a required component of some aspects of this program.

Practical Nursing is a program of study which provides the opportunity to work in a variety of health care settings in providing patient care under the direction of a registered nurse or physician. Upon successful completion, graduates are eligible to take the N-CLEX exam for licensure as a practical nurse. This curriculum must also meet the requirements of the Iowa Board of Nursing. Clinical experiences are required components of this program.

Once you have selected a Health Occupations program, you must include all of the competencies identified by the Technical Advisory Committee for that program. The way that you arrange those competencies into a minimum of three units is at your discretion, and are considered minimum competencies only. You are encouraged to add additional competencies to meet the needs of your students and program. Several Model Curricula have been suggested by the Program Management Committee for Health Occupations. These Model Curricula, for each of the four programs follow:

PROGRAM OPTIONS:

- General Health Occupations
  - Model One
  - Model Two
  - Model Three

- Nurse Aide
  - Model One
  - Model Two

Emergency Services
    Model One
    Model Two

Practical Nursing
    Model One

All of the competencies identified are minimum requirements for each of the program areas. In some instances additional competencies, not identified by the Technical Advisory Committee are identified to meet the regulations of other governing bodies, such as the Department of Inspections and Appeals and the Department of Health.

Academic areas have been provided for the required minimum competencies. The abbreviations for the academic areas include:

LA = Language Arts
SCI = Science
SS = Social Studies
M = Math
FE = Free Enterprise

Suggested units of instruction have been developed for the General Health Occupations Program of study and are included following the program models for the General Health Occupations Education.

Established State Approved Curricula have been developed for the Nurse Aide and Emergency Care Programs. Information regarding securing these curricula is available by calling the Health Occupations Office at (319) 335-5316 or writing Program in Health Occupations Education, The University of Iowa, N487 Lindquist Center, Iowa City, IA 52242.

Overall Health Occupations Minimum Competencies

As Validated by
The Technical Advisory
Committees for
Health Occupations
Education

Health Occupations Competencies

Health Occupations Competencies - Occupational

Occupational Competencies	General HOE	Nurse Aide	Emergency Care	PN	Academic Area
Health Care Delivery System					
1. Identify the basic components of the health care delivery system.	X				LA
2. Explain the types of health care and identify the major types of health care facilities.	X				LA
3. Explain the major advances that transformed health care in the 19th and 20th centuries.	X				LA
4. Identify new developments which affect future health care.	X				SCI
5. Define health and wellness.	X				SCI
6. Define illness and its impact on the whole person/family.	X				SCI LA
7. Explain the organizational structure of typical community health care delivery systems.	X				LA
8. Identify criteria useful in choosing health care products or services.	X				LA SCI
9. Define the concept of hospice treatment.	X				LA
10. Describes various types of care facilites.		X*			
11. Differentiates between various types of health care facilities and their administrative structure.		X*			
12. Identifies the relationship between various governmental and private agencies that provide guidelines for resident/patient care.		X*			

Health Occupations Competencies

ccupational Competencies	General HOE	Nurse Aide	Emergency Care	PN	Academic Area
Identifies roles of various health care personnel within facilities especially the role of the nurse aide.	X*				
Assist in referral of patients/ residents/clients to other health care staff or related agencies.				X	LA

Health Occupations Competencies

Occupational Competencies	General HOE	Nurse Aide	Emergency Care	PN	Academic Area
Health Careers					
1. Define the major characteristics of each of the following career opportunities (and associated laws) that monitor the quality and effectiveness of the health care delivery system: dental services; diagnostic services; mental health services; nursing and nursing related services; ophthalmic services; rehabilitation services; therapeutic services; emergency medical services; health information and communication; physicians and medically related services; medical instrumentation; environmental services; animal health services; and mortuary services.	X				LA FE
2. Identify the various opportunities/ processes for career advancement that exist within a health occupations career cluster (i.e. education, salary, duties, work, credentialling, environment).	X				LA FE
3. Identify health care providers and their roles.	X				LA
4. Choose a health care provider according to individual needs one may have.	X				LA
5. Define the role and responsibility of the EMT-A.			X		LA

Health Occupations Competencies

Occupational Competencies	General HOE	Nurse Aide	Emergency Care	PN	Academic Area

Health Occupations Competencies

Occupational Competencies	General HOE	Nurse Aide	Emergency Care	PN	Academic Area
Health Promotion and Wellness					
1. Describe practices to promote good health (i.e., nutrition, exercise, rest, weight control and stress management).	X				LA SCI
2. Identify required immunizations for children, senior citizens, pets.	X				SCI LA
3. Recognize the direct relationship between environmental problems and community health.	X				SCI
4. Describe the hazards of smoking, drug abuse and alcohol.	X				SCI
5. Define the concepts of good mental health (i.e., self-image, self-esteem).	X				LA
6. Define Gerontology and its potential impact on society.	X				SCI LA
7. Identify various treatment options for mental illness.	X				LA
8. Discuss death and dying.	X				SCI LA
9. Demonstrate awareness of wellness and promote these concepts in providing input into the nursing care plan.				X	
10. Identify basic human emotional needs.		X			SCI
11. Encourage resident/patients to be as independent as possible		X			
12. Identify basic changes in normal growth and development and apply in care situations.		X			SCI

Health Occupations Competencies

ccupational Competencies	General HOE	Nurse Aide	Emergency Care	PN	Academic Area
Health Promotion and Wellness					
Identify ways of meeting emotional needs of the resident.		X			LA
Explain losses which may accompany aging.		X			SCI
Identify spiritual needs of resident/ patient.		X			LA

Health Occupations Competencies

Occupational Competencies	General HOE	Nurse Aide	Emergency Care	PN	Academic Area
Ethical/Legal					
1. Identify patients' rights and responsibilities.	X				LA
2. Describe medical, legal and moral issues that exist in health care (i.e. patient confidentiality, patient informed/implied consent and practitioner responsibility for patient welfare.	X				LA SCI
3. Demonstrate responsibility concerning resident/patient's rights.		X			LA
4. Practice confidentiality.		X			LA
5. Apply ethical practices.		X			LA SCI
6. Follow institutional policies.		X			LA
7. Demonstrate ethical and legal practices when performing all aspects of nursing care.				X	LA SCI
8. Respects the resident/patient rights and does procedures/interactions in compliance with these rights.				X	LA
9. Identifies own potential and limitations and accepts responsibility for own actions.				X	
10. Follow policies of the employing institution.				X	LA

Health Occupations Competencies

Occupational Competencies	General HOE	Nurse Aide	Emergency Care	PN	Academic Area
Body Structure and Function (Anatomy and Physiology)					
1. List the body systems and the major functions of each.	X				SCI
2. Differentiate between cell, tissue, organ and systems and the common diseases that affect each.	X				SCI
3. Describe the body's line of defense against disease.	X				SCI
4. Define, pronounce and spell common medical abbreviations.	X				LA
5. Identify and define basic body structure, function and related medical terminology.				X	SCI LA

Health Occupations Competencies

Occupational Competencies	General HOE	Nurse Aide	Emergency Care	PN	Academic Area
Safety					
1. Demonstrate the universal precautions/ procedures (CDC) for infection control.	X				SCI LA
2. Perform patient identification procedures.	X				LA SCI
3. Demonstrate the use of good body mechanics.	X				SCI
4. Explain the varied aspects of safety, related to the patient, client and worker in health occupations.	X				LA SCI
5. Explain medical asepsis.	X				LA
6. Demonstrate basic transport and transfer techniques.	X				SCI
7. Use correct hand-washing techniques.		X			SCI
8. Follow proper infection control techniques.		X			SCI
9. Position resident/patient's call signal within reach.		X			
10. Use correct body mechanics.		X			SCI
11. Maintain a clean, safe environment.		X			SCI
12. Restrain effectively or safely a resident/ patient.		X			SCI
13. Follow emergency procedures for fire and other disasters.		X			LA
14. Uses CDC guidelines (universal precautions) in providing care.		X*			
15. Perform treatments per physician/nursing orders, CDC precautions.				X	LA SCI

Health Occupations Competencies

Occupational Competencies	General HOE	Nurse Aide	Emergency Care	PN	Academic Area
Safety					
Provide and maintain a safe environment for patient/resident.				X	SCI
Perform hand washing and gloving as prescribed in CDC guidelines.				X	SCI
Use resident/patient siderails/restraints to protect the resident/patient as ordered.				X	
Protect self and patient/resident/client by using proper body mechanics during delivery of nursing care.				X	SCI

Health Occupations Competencies

Occupational Competencies	General HOE	Nurse Aide	Emergency Care	PN	Academic Area
Communication					
1. Communicate effectively with resident, health facility staff and resident/patient's family/visitors.		X			LA
2. Use effectively the intercom and telephone.		X			LA
3. Record procedures accurately.		X			LA
4. Follow directions.		X			LA
5. Participate in a discussion.		X			LA
6. Listen effectively.		X			LA
7. Use correct medical terminology and abbreviations.		X			LA SCI
8. Record and report pertinent observations related to patient treatment, procedures and conditions.		X			LA
9. Record procedure accurately.		X			LA
10. Greet residents by name or by title.		X			LA
11. Utilize effective verbal communication skills.				X	LA
12. Demonstrates the ability to report and record accurately, concisely and within legal guidelines the observations made and the actions taken.				X	LA
13. Transcribe physician orders.				X	LA
14. Using basic nursing concepts and communications with the health care team to update patient/resident's current care plan.				X	LA

Health Occupations Competencies

Occupational Competencies	General HOE	Nurse Aide	Emergency Care	PN	Academic Area
Communication					
Record and report patient information systematically.			X		LA
Report suspected dependent adult and child abuse.			X		LA SCI
Record personal property inventory.		X			LA
Report/record intake/output.		X			MATH LA
Provide patient/resident nursing care by utilizing the formulated care plan.				X	

Health Occupations Competencies

Occupational Competencies	General HOE	Nurse Aide	Emergency Care	PN	Academic Area
Interactions					
1. Use nursing procedures/skills as an opportunity to interact with patients/residents/clients and health care team.				X	LA
2. Values cultural identity of self and others.				X	LA
3. Assist in assessing the patients/clients/resident's physical mental/emotional/psychological condition.				X	SCI
4. Use observational skills to assist in identifying changes in patients/residents/physical/mental health status.				X	SCI
5. Assist in planning for nursing care.				X	LA
6. Utilize information from the interdisciplinary team in providing input into the health care plan.				X	LA
7. Support and reinforce the established education plan for the patient/resident/family.				X	LA
8. Collaborate with the health care team or other agencies in modifying care plans recognizing client/patient/resident responses to treatment.				X	LA
9. Uses the philosophy of restorative/rehabilitation when providing care.		X*			
10. Identifies the physical/social/emotional changes that occur in elderly and chronically ill.		X*			

Health Occupations Competencies

Occupational Competencies	General HOE	Nurse Aide	Emergency Care	PN	Academic Area
Interactions					
Identifies the special needs of residents/patients with disabilities, including physical problems, mental illness, mental retardation, and dementias.		X*			
Differentiates between the care needs of acutely and chronically ill.		X*			
Provide for resident/patient's privacy.		X			
Identify ways to ease the impact of losses.		X			LA
Practice reality orientation/validation therapy with confused and/or forgetful residents/patients.		X			SCI

Health Occupations Competencies

Occupational Competencies	General HOE	Nurse Aide	Emergency Care	PN	Academic Area
Special Procedures Related to Diagnostic Testing					
1. Take and record temperature, pulse, respiration and blood pressure.	X				SCI LA
2. Take and record height and weight.	X				SCI LA
3. Convert common weights, measures and volumes to metric.	X				SCI M

Health Occupations Competencies

Occupational Competencies	General HOE	Nurse Aide	Emergency Care	PN	Academic Area

Health Occupations Competencies

Occupational Competencies	General HOE	Nurse Aide	Emergency Care	PN	Academic Area
Emergency Services					
1. Obtains CPR certification in Module C.	X				LA SCI
2. Performs first aid skills and identifies treatment to include: wounds, shock, poisoning, burns, physical efforts of heat and cold, infection, bites, suspected fractures and spinal cord injuries, heart attack, apoplexy, fainting, epilepsy, diabetic reactions and lodged foreign objects (i.e., eye, air and food passages).	X				SCI LA
3. Perform rescue and transfer of victim.	X				SCI LA
4. Provides emergency care for choking resident/patient.		X*			
5. Complete certification in Basic Cardiac Life Support - Module C		X			LA SCI
6. Perform CPR				X	SCI
7. Identify and treat obstructed airway.				X	SCI
8. Use seizure precautions when caring for potential seizure patients/residents.				X	LA
9. Assess and administer first aid in an emergency.				X	SCI
10. Perform basic life support according to America Heart Standards/Red Cross (Module C).			X		SCI LA

Health Occupations Competencies

Occupational Competencies	General HOE	Nurse Aide	Emergency Care	PN	Academic Area
Emergency Services					
Assess bleeding (external and/or internal) and provide pressure, pressure points, tourniquet, splints and ice, elevation and PASG).			X		SCI LA
Assess, prevent and provide basic emergency care to the shock patient.			X		SCI
Assess and provide basic emergency care to patient with open and closed soft tissue injuries (i.e., application of sterile dressings, stabilization of impaled objects).			X		SCI
Assess and provide basic emergency care to a person suspected of having open and closed fractures (i.e., application of immobilization devices).			X		SCI
Assess and provide basic emergency care to the patient with head, neck and/or spine injuries (i.e., immobilization devices).			X		SCI
Assess and provide basic emergency care to the patient with injuries of the chest, abdomen and/or genitalia.			X		SCI
Assess and provide basic emergency care to the patient with medical emergencies (i.e., heart, abdominal, neurological, respiratory, diabetes, communicable diseases, poisoning, stings and bites, substance abuse, and emotional problems).			X		SCI
Evaluate the pregnant women and provide assistance for emergency birth.			X		SCI

Health Occupations Competencies

Occupational Competencies	General HOE	Nurse Aide	Emergency Care	PN	Academic Area
Emergency Services					
19. Adapt assessment and provide basic emergency care to infants and children.			X		LA SCI
20. Assess and provide basic emergency care to patients with an environmental emergency (e.g., heat, cold and water).			X		SCI
21. Assess and provide basic emergency care to patients involved in farm accidents.			X		SCI
22. Provide triage in emergency situations/ disasters and prioritize for transport.			X		SCI
23. Position, lift and move emergency patient efficiently and safely.			X		SCI
24. Identify the psychological aspects of emergency care (e.g., communication skills, stress, crisis intervention, disruptive patients/bystanders, sudden death, etc.).			X		LA
25. Extricate, stabilize, package and transport an emergency patient.			X		SCI
26. Maintain and operate emergency vehicles.			X		LA

Health Occupations Competencies

)ccupational Competencies	General HOE	Nurse Aide	Emergency Care	PN	Academic Area

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Health Occupations Competencies

Occupational Competencies	General HOE	Nurse Aide	Emergency Care	PN	Academic Area
Personal Hygiene					
1. Make unoccupied bed.		X			SCI
2. Make occupied bed.		X			SCI
3. Assist resident/patient with adaptive appliances.		X			SCI
4. Assist resident/patient in dressing and undressing.		X			SCI
5. Assist resident/patient with hair care.		X			SCI
6. Assist with or shave resident/patient.		X			SCI
7. Identify and apply care for resident/ patient's fingernails and toenails.		X			SCI
8. Perform a resident/patient back-rub.		X			SCI
9. Bathe resident/patient or assist with bathing.		X			SCI
10. Perform perineal care.		X			SCI
11. Perform or assist with oral hygiene including mouth and denture care.		X			SCI
12. Assist resident/patient with nutritional needs.		X			SCI
13. Apply sensory aid devices.		X			SCI
14. Apply appropriate skin care to resident.		X			
15. Assist the resident/patient with personal care/hygiene.				X	LA

Health Occupations Competencies

Occupational Competencies	General HOE	Nurse Aide	Emergency Care	PN	Academic Area
Special Procedures					
Special Procedures Related to Admission, Transfer, Discharge					
Assist licensed nurse with unit admitting procedures.		X			LA
Assist licensed nurse with unit discharge procedures.		X			LA
Assist licensed nurse with unit transfer procedures.		X			LA
Transport resident/patient by proper equipment.		X			SCI
Admit, transfer and discharge resident/patient/clients.				X	LA
Perform initial patient assessment and evaluation (primary and secondary survey) using diagnosis signs and symptoms (i.e., determine level of consciousness; assess airway, breathing and circulation; measure and record vitals; assess pupil reaction; and assess neurological status).			X		SCI LA
Special Procedures Related to Hygiene					
Apply anti-embolism elastic stockings.		X			SCI
Apply elastic stockings.				X	SCI
Provide pressure sore care (examples, decubitus pads, alternating pressure mattress, sheepskin, bed cradle).				X	SCI

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Health Occupations Competencies

Occupational Competencies	General HOE	Nurse Aide	Emergency Care	PN	Academic Area
Special Procedures Related to Mobiliy/Immobility					
1. Assist resident/patient in standing.		X			SCI
2. Position resident/patient in correct body alignment.		X			SCI
3. Use techniques which help prevent decubitus ulcers.		X			SCI
4. Direct active range of motion exercises.		X			SCI
5. Assist resident in walker use.		X			SCI
6. Assist resident in walking.		X			SCI
7. Perform passive range of motion exercises.		X			SCI
8. Transfer resident/patient using assistance.		X			SCI
9. Provide activity level as prescribed.				X	LA
10. Care for patients/residents with casts, in traction, on specially ordered beds.				X	SCI
11. Ambulate patient/resident as prescribed.				X	SCI
Special Procedures Related to Nutrition					
1. Provide tube feedings.				X	SCI
2. Irrigate NG tubes (use precautions).				X	SCI
3. Restrict or encourage fluids.				X	SCI

Health Occupations Competencies

Occupational Competencies	General HOE	Nurse Aide	Emergency Care	PN	Academic Area
Special Procedures Related to Elimination					
Assists resident/patient with bladder/ bowel training.		X*			
Assist resident/patient with elimination needs.		X			SCI
Observe and maintain closed urinary drainage system.		X			SCI
Prepare and give enema.		X			SCI
Measure, describe and record fluid intake and output.				X	MATH LA
Insert, irrigate and remove foley catheters.				X	SCI
Administer cleansing, retention and diagnostic enemas.				X	SCI
Maintain drainage devices and systems.				X	SCI
Irrigate colostomies and provide ostomy care as needed.				X	SCI
Demonstrate care for incontinent resident.		X			SCI
Special Procedures Related to Specimen Collection					
Collect urine and feces specimens as instructed.		X			SCI
Collect and label body specimen.				X	SCI

Health Occupations Competencies

Occupational Competencies	General HOE	Nurse Aide	Emergency Care	PN	Academic Area
Special Procedures Related to Diagnostic Testing					
1. Measure and record temperature, pulse, respiration and blood pressure.		X			MAT LA
2. Measure and record weight.		X			MAT LA
3. Test urine for glucose and ketones.		X			SCI
4. Obtain and record vitals—including apical pulse.				X	LA SCI
5. Obtain and record height and weight.				X	MAT LA
6. Perform a blood glucose (capillary).				X	SCI
7. Prepare patient/resident for diagnostic procedures (for example radiographs, laboratory tests, proctoscopy, lumbar puncture, bone marrow, EKG).				X	SCI
Special Procedures Related to Diagnostic Procedures					
1. Assist the physician with the physical examination.				X	LA
Special Procedures Related to Administration of Medications					
1. Administer medications safely utilizing knowledge and skills, according to the physician's order.				X	SCI LA
2. Accurately calculate drug dosages.				X	SCI
3. Administer liquid and solid medications, orally, rectally, topically interdermally, IM, Sub Q, in the eye, ear and nose.				X	MAT SCI

Health Occupations Competencies

Occupational Competencies	General HOE	Nurse Aide	Emergency Care	PN	Academic Area
Add non-medicated IV solutions, regulate and discontinue IVs.				X	SCI
Special Procedures Related to Wound Care					
Provide wound care, irrigation, change sterile and unsterile dressings.				X	SCI
Special Procedures Related to Hot and Cold					
Assist with local applications of warmth and cold.		X			
Apply hot and cold therapies, sterile and unsterile, including sitz baths.				X	SCI
Assist the resident/patient with whirlpool bath.				X	SCI
Special Procedures Related to Respiratory Care					
Administer oxygen.				X	SCI
Provide tracheostomy care including suctioning as needed.				X	SCI
Perform nasopharyngeal suctioning as needed.				X	SCI
Demonstrate the use of mechanical aids to provide effective ventilation (i.e., airway adjuncts, oral suctioning and administration of oxygen by proper delivery systems).			X		SCI

Health Occupations Competencies

Occupational Competencies	General HOE	Nurse Aide	Emergency Care	PN	Academic Area
Special Procedures - Miscellaneous					
1. Assists licensed nurse with unit pre and post operative care.		X*			
2. Provides care for acutely ill patients.		X*			
3. Provides care for children and new mothers.		X*			
4. Identify five steps of approaching death or reactions to approaching death.		X			
5. Explain procedures for post-mortem care.		X			
6. Identify the physical signs of approaching death.		X			
7. Demonstrate physical measures for the dying resident/ patient.		X			
8. Implement restorative treatment as prescribed.				X	LA
9. Provide pre and post operative care according to care plan.				X	SCI
10. Utilize the appropriate resources to evaluate client/resident/ patient responses to nursing care, treatments and medication.				X	LA

*Identifies competencies not validated by TAC Committee but required.

Health Occupations Competencies

ccupational Competencies	General HOE	Nurse Aide	Emergency Care	PN	Academic Area

Health Occupations Competencies

Health Occupations Competencies - Leadership

Leadership Competencies	General HOE	Nurse Aide	Emergency Care	PN	Academic Area
Leadership Competencies					
1. Identify leadership characteristics associated with the health care delivery system.	X				LA
2. Follow directions.		X	X	X	LA
3. Participate in a discussion.		X	X	X	LA
4. Utilize time effectively.		X	X	X	LA
5. Prioritize series of tasks.		X	X	X	LA
6. Define goals.		X	X	X	LA
7. Work effectively with others.		X	X	X	
8. Listen effectively.		X	X	X	LA
9. Facilitate group interaction.		X		X	
10. Recognize conflict situations.		X			LA
11. Adapt to environment/situation.		X	X	X	LA
12. Speak efficiently in front of others.		X		X	LA
13. Lead a discussion.				X	LA
14. Organize an event.				X	LA
15. Delegate duties.			X	X	LA
16. Deal with conflict.				X	LA
17. Recognize and handle conflict.			X	X	LA

Health Occupations Competencies

eadership Competencies	General HOE	Nurse Aide	Emergency Care	PN	Academic Area
Job Getting, Job Keeping Competencies					
Identify requirements for a job.	X	X	X	X	LA
Complete required forms.	X	X	X	X	LA
Write application letter.	X	X	X	X	LA
Evaluate job offer.	X	X	X	X	LA
Interact with others in a courteous and tactful manner.	X	X	X	X	LA
Cooperate with others.	X	X	X	X	LA
Accept individual differences.	X	X	X	X	LA
Respect the property of others.	X	X	X	X	LA
Organize thoughts and clearly express point of view.	X	X	X	X	LA
Organize thoughts and writes clearly.	X	X	X	X	LA
Exhibit dependability.	X	X	X	X	LA
Demonstrate punctuality.	X	X	X	X	LA
Ask for help when needed.	X	X	X	X	
Accept new challenges.	X	X	X	X	
Accept supervision willingly.	X	X	X	X	
Discuss the necessity of flexibility related to change.	X	X	X	X	
Manage time effectively.	X	X	X	X	
Follow rules and regulations.	X	X	X	X	LA

Health Occupations Competencies

Leadership Competencies	General HOE	Nurse Aide	Emergency Care	PN	Academic Area
Job Getting, Job Keeping Competencies					
19. Produce quality work.	X	X	X	X	LA
20. Work within guidelines.	X	X	X	X	LA
21. Take responsibility for mistakes and/or good work.	X	X	X	X	LA
22. Comply with safety and health rules.	X	X	X	X	LA
23. Utilize equipment correctly.	X	X	X	X	LA
24. Maintain clean and orderly work area.	X	X	X	X	SCI
25. Demonstrate personal hygiene and cleanliness.	X	X	X	X	
26. Adapt to change/demonstrates flexibility.		X	X	X	
27. Follow policies and procedures.		X	X	X	LA
28. Explain the purpose of performance evaluations.		X			LA
29. Manage time and regulations.				X	LA
Entrepreneurship Competencies					
1. List health care planning agencies and services available at local, state, national and international levels.	X				LA
2. Identify the opportunities for entrepreneurship in the health care delivery system.	X				LA FE
3. Explain types of health care business organizations.		X			LA

Health Occupations Competencies

Leadership Competencies	General HOE	Nurse Aide	Emergency Care	PN	Academic Area
Entrepreneurship Competencies					
Recognize relevant, legal and ethical issues in the health care industry.		X			LA
Explain the relationship of the government and health care industry.				X	FE
Analyze the concept of supply and demand for health care industry.				X	FE
Explain the concept of organized labor and the health care industry.				X	FE
Explain the concept of profit as it relates to health care industry.				X	FE

General HOE Program Competencies

Health Occupations Competencies

General HOE Program Model 1

Health Care Delivery System	General HOE Model 1 Principles of Health	Body Structure and Function (A&P)	Principles of First Aid
1. Identify the basic components of the health care delivery system.	X		
2. Explain the types of health care and identify the major types of health care facilities.	X		
3. Explain the major advances that transformed health care in the 19th and 20th centuries.	X		
4. Identify new developments which affect future health care.	X		
5. Define health and wellness.	X		
6. Define illness and its impact on the whole person/family.	X		
7. Explain the organizational structure of typical community health care delivery systems.	X		
8. Identify criteria useful in choosing health care products or services.	X		
9. Define the concept of hospice treatment.	X		

Health Occupations Competencies

General HOE

Model 1

Health Careers	Principles of Health	Body Structure and Function (A&P)	Principles of First Aid
1. Define the major characteristics of each of the following career opportunities (and associated laws) that monitor the quality and effectiveness of the health care delivery system: dental services; diagnostic services; mental health services; nursing and nursing related services; ophthalmic services; rehabilitation services; therapeutic services; emergency medical services; health information and communication; physicians and medically related services; medical instrumentation; environmental services; animal health services; and mortuary services.	X		
2. Identify the various opportunities/ processes for career advancement that exist within a health occupations career cluster (i.e. education, salary, duties, work, credentialling, environment).	X		
3. Identify health care providers and their roles.	X		
4. Choose a health care provider according to individual needs one may have.	X		
Health Promotion and Wellness			
1. Describe practices to promote good health (i.e., nutrition, exercise, rest, weight control and stress management).	X		
2. Identify required immunizations for children, senior citizens, pets.	X		

Health Occupations Competencies

General HOE

Model 1

	Principles of Health	Body Structure and Function (A&P)	Principles of First Aid
Health Promotion and Wellness			
3. Recognize the direct relationship between environmental problems and community health.	X		
4. Describe the hazards of smoking, drug abuse and alcohol.	X		
5. Define the concepts of good mental health (i.e., self-image, self-esteem).	X		
6. Define Gerontology and its potential impact on society.	X		
7. Identify various treatment options for mental illness.	X		
8. Discuss death and dying.	X		
Ethical/Legal			
1. Identify patients' rights and responsibilities.	X		
2. Describe medical, legal and moral issues that exist in health care (i.e. patient confidentiality, patient informed/implied consent and practitioner responsibility for patient welfare.	X		
Body Structure and Function (Anatomy and Physiology)			
1. List the body systems and the major functions of each.		X	

Health Occupations Competencies

General HOE

Model 1

	Principles of Health	Body Structure and Function (A&P)	Principles of First Aid
2. Differentiate between cell, tissue, organ and systems and the common diseases that affect each.		X	
3. Describe the body's line of defense against disease.		X	
4. Define, pronounce and spell common medical abbreviations.		X	
Safety			
1. Demonstrate the universal precautions/ procedures (CDC) for infection control.			X
2. Perform patient identification procedures.			X
3. Demonstrate the use of good body mechanics.			X
4. Explain the varied aspects of safety, related to the patient, client and worker in health occupations.			X
5. Explain medical asepsis.			X
6. Demonstrate basic transport and transfer techniques.			X
Special Procedures Related to Diagnostic Testing			
1. Take and record temperature, pulse, respiration and blood pressure.	X		X
2. Take and record height and weight.	X		X
3. Convert common weights, measures and volumes to metric.	X		X

Health Occupations Competencies
General HOE
Model 1

	Principles of Health	Body Structure and Function (A&P)	Principles of First Aid
Emergency Services			
1. Obtains CPR certification in Module C.			X
2. Performs first aid skills and identifies treatment to include: wounds, shock, poisoning, burns, physical efforts of heat and cold, infection, bites, suspected fractures and spinal cord injuries, heart attack, apoplexy, fainting, epilepsy, diabetic reactions and lodged foreign objects (i.e., eye, air and food passages).			X
3. Perform rescue and transfer of victim.			X
Leadership			
1. Identify leadership characteristics associated with the health care delivery system.	X	X	X
Job Getting, Job Keeping			
1. Identify requirements for a job.	X	X	X
2. Complete required forms.	X	X	X
3. Write application letter.	X	X	X
4. Evaluate job offer.	X	X	X
5. Interact with others in a courteous and tactful manner.	X	X	X
6. Cooperate with others.	X	X	X

Health Occupations Competencies

General HOE

Model 1

Job Getting, Job Keeping	Principles of Health	Body Structure and Function (A&P)	Principles of First Aid
7. Accept individual differences.	X	X	X
8. Respect the property of others.	X	X	X
9. Organize thoughts and clearly express point of view.	X	X	X
10. Organize thoughts and writes clearly.	X	X	X
11. Exhibit dependability.	X	X	X
12. Demonstrate punctuality.	X	X	X
13. Ask for help when needed.	X	X	X
14. Accept new challenges.	X	X	X
15. Accept supervision willingly.	X	X	X
16. Discuss the necessity of flexibility related to change.	X	X	X
17. Manage time effectively.	X	X	X
18. Follow rules and regulations.	X	X	X
19. Produce quality work.	X	X	X
20. Work within guidelines.	X	X	X
21. Take responsibility for mistakes and/or good work.	X	X	X
22. Comply with safety and health rules.	X	X	X
23. Utilize equipment correctly.	X	X	X

Health Occupations Competencies

General HOE

Model 1

Job Getting, Job Keeping	Principles of Health	Body Structure and Function (A&P)	Principles of First Aid
24. Maintain clean and orderly work area.	X	X	X
25. Demonstrate personal hygiene and cleanliness.	X	X	X
Entrepreneurship			
1. List health care planning agencies and services available at local, state, national and international levels.	X	X	X
2. Identify the opportunities for entrepreneurship in the health care delivery system.	X	X	X

Health Occupations Competencies

General HOE

Model 1

Principles of Health	Body Structure and Function (A&P)	Principles of First Aid

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Health Occupations Competencies

General HOE
Model 2

General HOE Program Model 2

Health Care Delivery System	Principles of Health	Direct Patient Care	Leadership/ Employability
1. Identify the basic components of the health care delivery system.	X	X	X
2. Explain the types of health care and identify the major types of health care facilities.	X	X	X
3. Explain the major advances that transformed health care in the 19th and 20th centuries.	X		X
4. Identify new developments which affect future health care.	X		X
5. Define health and wellness.	X		X
6. Define illness and its impact on the whole person/family.	X		X
7. Explain the organizational structure of typical community health care delivery systems.	X		X
8. Identify criteria useful in choosing health care products or services.	X		X
9. Define the concept of hospice treatment.	X		X

Health Occupations Competencies

General HOE

Model 2

	Principles of Health	Direct Patient Care	Leadership/ Employability
Health Careers			
1. Define the major characteristics of each of the following career opportunities (and associated laws) that monitor the quality and effectiveness of the health care delivery system: dental services; diagnostic services; mental health services; nursing and nursing related services; ophthalmic services; rehabilitation services; therapeutic services; emergency medical services; health information and communication; physicians and medically related services; medical instrumentation; environmental services; animal health services; and mortuary services.	X		X
2. Identify the various opportunities/ processes for career advancement that exist within a health occupations career cluster (i.e. education, salary, duties, work, credentialling, environment).	X		X
3. Identify health care providers and their roles.	X	X	X
4. Choose a health care provider according to individual needs one may have.	X		X
Health Promotion and Wellness			
1. Describe practices to promote good health (i.e., nutrition, exercise, rest, weight control and stress management).	X		X
2. Identify required immunizations for children, senior citizens, pets.	X		X

Health Occupations Competencies

General HOE

Model 2

		Principles of Health	Direct Patient Care	Leadership/ Employability
	Health Promotion and Wellness			
3.	Recognize the direct relationship between environmental problems and community health.	X		X
4.	Describe the hazards of smoking, drug abuse and alcohol.	X		X
5.	Define the concepts of good mental health (i.e., self-image, self-esteem).	X		X
6.	Define Gerontology and its potential impact on society.	X		X
7.	Identify various treatment options for mental illness.	X		X
8.	Discuss death and dying.	X		X
	Ethical/Legal			
1.	Identify patients' rights and responsibilities.	X	X	X
2.	Describe medical, legal and moral issues that exist in health care (i.e. patient confidentiality, patient informed/implied consent and practitioner responsibility for patient welfare.	X	X	X
	Body Structure and Function (Anatomy and Physiology)			
1.	List the body systems and the major functions of each.		X	X

Health Occupations Competencies

General HOE

Model 2

		Principles of Health	Direct Patient Care	Leadership/ Employability
	Body Structure and Function (Anatomy and Physiology)			
2.	Differentiate between cell, tissue, organ and systems and the common diseases that affect each.		X	X
3.	Describe the body's line of defense against disease.		X	X
4.	Define, pronounce and spell common medical abbreviations.		X	X
	Safety			
1.	Demonstrate the universal precautions/ procedures (CDC) for infection control.		X	X
2.	Perform patient identification procedures.		X	X
3.	Demonstrate the use of good body mechanics.		X	X
4.	Explain the varied aspects of safety, related to the patient, client and worker in health occupations.		X	X
5.	Explain medical asepsis.		X	X
6.	Demonstrate basic transport and transfer techniques.		X	X
	Special Procedures Related to Diagnostic Testing			
1.	Take and record temperature, pulse, respiration and blood pressure.	X	X	X

Health Occupations Competencies
General HOE
Model 2

	Principles of Health	Direct Patient Care	Leadership/ Employability
Special Procedures Related to Diagnostic Testing			
2. Take and record height and weight.	X	X	X
3. Convert common weights, measures and volumes to metric.	X	X	X
Emergency Services			
1. Obtains CPR certification in Module C.		X	X
2. Performs first aid skills and identifies treatment to include: wounds, shock, poisoning, burns, physical efforts of heat and cold, infection, bites, suspected fractures and spinal cord injuries, heart attack, apoplexy, fainting, epilepsy, diabetic reactions and lodged foreign objects (i.e., eye, air and food passages).		X	X
3. Perform rescue and transfer of victim.		X	X
Leadership			
1. Identify leadership characteristics associated with the health care delivery system.	X	X	X
Job Getting, Job Keeping			
1. Identify requirements for a job.	X	X	X
2. Complete required forms.	X	X	X

Health Occupations Competencies

General HOE

Model 2

	Principles of Health	Direct Patient Care	Leadership/ Employability
Job Getting, Job Keeping			
3. Write application letter.	X	X	X
4. Evaluate job offer.	X	X	X
5. Interact with others in a courteous and tactful manner.	X	X	X
6. Cooperate with others.	X	X	X
7. Accept individual differences.	X	X	X
8. Respect the property of others.	X	X	X
9. Organize thoughts and clearly express point of view.	X	X	X
10. Organize thoughts and writes clearly.	X	X	X
11. Exhibit dependability.	X	X	X
12. Demonstrate punctuality.	X	X	X
13. Ask for help when needed.	X	X	X
14. Accept new challenges.	X	X	X
15. Accept supervision willingly.	X	X	X
16. Discuss the necessity of flexibility related to change.	X	X	X
17. Manage time effectively.	X	X	X
18. Follow rules and regulations.	X	X	X

Health Occupations Competencies

General HOE

Model 2

	Principles of Health	Direct Patient Care	Leadership/ Employability
Job Getting, Job Keeping			
19. Produce quality work.	X	X	X
20. Work within guidelines.	X	X	X
21. Take responsibility for mistakes and/or good work.	X	X	X
22. Comply with safety and health rules.	X	X	X
23. Utilize equipment correctly.	X	X	X
24. Maintain clean and orderly work area.	X	X	X
25. Demonstrate personal hygiene and cleanliness.	X	X	X
Entrepreneurship			
1. List health care planning agencies and services available at local, state, national and international levels.	X	X	X
2. Identify the opportunities for entrepreneurship in the health care delivery system.	X	X	X

Health Occupations Competencies

General HOE

Model 2

Principles of Health	Direct Patient Care	Leadership/ Employability

Health Occupations Competencies

General HOE

Model 3

General HOE Program Model 3

Health Care Delivery System	Principles of Health	Supportive Patient Care	Leadership/ Employability
1. Identify the basic components of the health care delivery system.	X	X	X
2. Explain the types of health care and identify the major types of health care facilities.	X	X	X
3. Explain the major advances that transformed health care in the 19th and 20th centuries.	X		X
4. Identify new developments which affect future health care.	X	X	X
5. Define health and wellness.	X	X	X
6. Define illness and its impact on the whole person/family.	X		X
7. Explain the organizational structure of typical community health care delivery systems.	X	X	X
8. Identify criteria useful in choosing health care products or services.	X	X	X
9. Define the concept of hospice treatment.	X		X

Health Occupations Competencies

General HOE

Model 3

	Principles of Health	Supportive Patient Care	Leadership/ Employability
Health Careers			
1. Define the major characteristics of each of the following career opportunities (and associated laws) that monitor the quality and effectiveness of the health care delivery system: dental services; diagnostic services; mental health services; nursing and nursing related services; ophthalmic services; rehabilitation services; therapeutic services; emergency medical services; health information and communication; physicians and medically related services; medical instrumentation; environmental services; animal health services; and mortuary services.	X		X
2. Identify the various opportunities/ processes for career advancement that exist within a health occupations career cluster (i.e. education, salary, duties, work, credentialling, environment).	X		X
3. Identify health care providers and their roles.	X	X	X
4. Choose a health care provider according to individual needs one may have.	X		X
Health Promotion and Wellness			
1. Describe practices to promote good health (i.e., nutrition, exercise, rest, weight control and stress management).	X		X
2. Identify required immunizations for children, senior citizens, pets.	X		X

Health Occupations Competencies
General HOE
Model 3

	Principles of Health	Supportive Patient Care	Leadership/ Employability
Health Promotion and Wellness			
3. Recognize the direct relationship between environmental problems and community health.	X		X
4. Describe the hazards of smoking, drug abuse and alcohol.	X		X
5. Define the concepts of good mental health (i.e., self-image, self-esteem).	X		X
6. Define Gerontology and its potential impact on society.	X		X
7. Identify various treatment options for mental illness.	X		X
8. Discuss death and dying.	X		X
Ethical/Legal			
1. Identify patients' rights and responsibilities.	X	X	X
2. Describe medical, legal and moral issues that exist in health care (i.e. patient confidentiality, patient informed/implied consent and practitioner responsibility for patient welfare.	X	X	X
Body Structure and Function (Anatomy and Physiology)			
1. List the body systems and the major functions of each.		X	X

Health Occupations Competencies
General HOE
Model 3

	Principles of Health	Supportive Patient Care	Leadership/ Employability
Body Structure and Function (Anatomy and Physiology)			
2. Differentiate between cell, tissue, organ and systems and the common diseases that affect each.		X	X
3. Describe the body's line of defense against disease.		X	X
4. Define, pronounce and spell common medical abbreviations.		X	X
Safety			
1. Demonstrate the universal precautions/ procedures (CDC) for infection control.		X	X
2. Perform patient identification procedures.		X	X
3. Demonstrate the use of good body mechanics.		X	X
4. Explain the varied aspects of safety, related to the patient, client and worker in health occupations.		X	X
5. Explain medical asepsis.			X
6. Demonstrate basic transport and transfer techniques.			X
Special Procedures Related to Diagnostic Testing			
1. Take and record temperature, pulse, respiration and blood pressure.	X		X

Health Occupations Competencies
General HOE
Model 3

	Principles of Health	Supportive Patient Care	Leadership/ Employability
Special Procedures Related to Diagnostic Testing			
2. Take and record height and weight.	X		X
3. Convert common weights, measures and volumes to metric.	X		X
Emergency Services			
1. Obtains CPR certification in Module C.			X
2. Performs first aid skills and identifies treatment to include: wounds, shock, poisoning, burns, physical efforts of heat and cold, infection, bites, suspected fractures and spinal cord injuries, heart attack, apoplexy, fainting, epilepsy, diabetic reactions and lodged foreign objects (i.e., eye, air and food passages).			X
3. Perform rescue and transfer of victim.			X
Leadership			
1. Identify leadership characteristics associated with the health care delivery system.	X	X	X
Job Getting, Job Keeping			
1. Identify requirements for a job.	X	X	X
2. Complete required forms.	X	X	X

Health Occupations Competencies

General HOE

Model 3

Job Getting, Job Keeping	Principles of Health	Supportive Patient Care	Leadership/ Employability
3. Write application letter.	X	X	X
4. Evaluate job offer.	X	X	X
5. Interact with others in a courteous and tactful manner.	X	X	X
6. Cooperate with others.	X	X	X
7. Accept individual differences.	X	X	X
8. Respect the property of others.	X	X	X
9. Organize thoughts and clearly express point of view.	X	X	X
10. Organize thoughts and writes clearly.	X	X	X
11. Exhibit dependability.	X	X	X
12. Demonstrate punctuality.	X	X	X
13. Ask for help when needed.	X	X	X
14. Accept new challenges.	X	X	X
15. Accept supervision willingly.	X	X	X
16. Discuss the necessity of flexibility related to change.	X	X	X
17. Manage time effectively.	X	X	X
18. Follow rules and regulations.	X	X	X
19. Produce quality work.	X	X	X

Health Occupations Competencies

General HOE

Model 3

		Principles of Health	Supportive Patient Care	Leadership/ Employability
	Job Getting, Job Keeping			
20.	Work within guidelines.	X	X	X
21.	Take responsibility for mistakes and/or good work.	X	X	X
22.	Comply with safety and health rules.	X	X	X
23.	Utilize equipment correctly.	X	X	X
24.	Maintain clean and orderly work area.	X	X	X
25.	Demonstrate personal hygiene and cleanliness.	X	X	X

Health Occupations Competencies

General HOE

Model 3

Principles of Health	Supportive Patient Care	Leadership/ Employability

Suggested Units Of Instruction For General Health Occupations Program

These units include
the minimum competencies
identified by
the technical advisory
committees
and additional competencies
to demonstrate development
of a quality program

-Overview of Health Careers
-Health Care Delivery System
-Health Promotion and Wellness
-Ethical and Legal Aspects of Health Care

Health Careers

Overview: This unit allows the student to explore a variety of careers related to health, including both wellness and health care. It includes a general overview of health personnel, a brief look at personal characteristics, an indepth presentation of health careers, and a discussion of financial aid.

OBJECTIVE	CONTENT	METHOD
At the completion of this unit the student will:	II. Health Occupations A. Health personnel (Wellness & health care)	Lecture/discussion.
1.0Describe characteristics that are desirable for health personnel. 1.1. Identify personal characteristics needed by a health employee. a. State why they are important to employers. b. State why they are important to clients/patients. c. State why they are important to the individual.	1.Personal characteristics a. Honesty b. Empathy c. Patience d. Sincerity e. Dependability f. Responsibility g. Flexibility h. Good communication i. Tact j. Enthusiasm k. Acceptance of criticism l. Competence m. Self-motivation n. Willingness to learn	Brainstorm at large or small groups. Role play as if with a client/ patient. Discuss reactions of an employer or a patient when presented with a negative model. Invite a health professional to present health personnel topic. Break into small groups to discuss qualities health workers should have.
1.2. State the importance of personal health.	2.Importance of personal health	Have the class adhere to good health practices for a period of time and record performance and other improvements.

OBJECTIVE	CONTENT	METHOD
1.3. List standards of professional appearance.	3.Appearance a. Hygiene b. Grooming and dressing	Examine various dress codes. Create own dress code policy with adherence clause. Maintain it once a week. Role play. Wear own uniform.
1.4. Name responsibilities of health occupations employees.	4.Responsibilities a. Maintain licensure/certificate b. Follow guidelines of licensure body c. Uphold standards d. Exemplify positive role model e. Retain membership in professional organizations f. Keep current g. Have an open mind h. Perform only the duties in which you are skilled i. Document procedures accurately	Review some licensing board guidelines. Have students write to some professional organizations to inquire about benefits and costs. Compare the data. Present legal cases where improper documentation created problems.
2.0 Discuss reasons why people select a career in health.	B. Working in health (Wellness & health care) 1.Reasons for working	Have students mention careers they are interested in at this point.
2.1. List the reasons for working. 2.2. List advantages of working in a health field.	2.Advantages a. Career in health b. New positions are created c. Variety of facilities to work in d. Satisfaction of helping others e. Flexible hours	Have students brainstorm advantages and disadvantages. Discuss fringe benefits of employment.

OBJECTIVE	CONTENT	METHOD
2.3. List disadvantages/risks of working in a health field. a. State possible solutions for occupational risks.	3.Disadvantages of a career in health a. Demanding and heavy workload b. Low to fair pay c. Heavy responsibility d. May work on call, weekends, or holidays e. Unpleasant tasks required f. Occupational hazards g. Infection	Have a problem-solving exercise. a. Rank pros & cons and compare. b. Discuss solutions to specific risks; i.e. Aids.
3.0 Explore health careers.	C. Career exploration	
3.1. Describe personal traits. a. List interests, values, abilities, behaviors, and goals. 1. Evaluate personal traits. 2. List personality traits which need improving.	1.Self concept a. Personal traits 1) Interests 2) Values - aspirations, lifestyles, needs 3) Abilities - physical, potential 4) Behavior 5) Goals	Have students list personal goals, desired lifestyle, desired economic goals. List and order values. Apply them to a career.
b. Compare examples of the various types of assessment tests.	b. Assessment tests 1) Predictive - aptitude 2) Discrimination - interest measurement 3) Monitoring - career planning, work values, maturity 4) Evaluation	Take some assessment tests. Evaluate them. Guidance counselor speak on tests. Have students look in a mirror, write 10 positive things about what they see.
c. Evaluate image of self as perceived by self and others.	c. Evaluation of self image 1) By self 2) By others	Qualities list - have students list qualities of a person they like and qualities of a person that they dislike. Contrast. Make a list of personal qualities that they desire. Evaluate themselves according to the lists.

OBJECTIVE	CONTENT	METHOD
3.2. Discuss career opportunities in health.	2. Career opportunities (Wellness & health care)	
a. Identify sources of information on various health careers. 1. State the type of information available for each source. 2. State how to locate each source.	a. Sources of information 1) Publications - books, pamphlets, newspapers 2) People - counselors, workers and students in a particular field 3) Organizations - national, specialty fields, career clubs	Brainstorm with class for known health careers and for sources of information about them. Visit a library - look at various resources.
b. Differentiate between entry level, technical and professional occupations. 1. Diagram a career ladder for any particular area of health from the entry level to the highest level position. 2. Diagram a career lattice for any particular health area. 3. List levels of preparation for each occupational level. a. Contrast the difference between certification, registration, and licensure. b. Define various levels of education. c. State the difference between clinical experience and on-the-job training. d. Identify lifestyles as affected by occupational level duties. e. Identify duties relating to 2 occupations within each career level. f. Compare data of 6 occupations - 2 within each career level.	b. Occupational levels 1) Three levels 2) Career ladder diagram 3) Career lattice diagram 4) Educational preparation for level 5) Lifestyles associated with occupational level duties 6) Duties of 2 occupations in each level 7) Research content - title, tasks, duties, job outlook, educational requirements, salary, working conditions, personal qualities needed, license or registration advancement opportunities, lifestyle, mobility, continuing education requirements, advantages, disadvantages	Discuss more unusual careers not mentioned by class: Peace Corps, Red Cross, military, civilian roles in military. Prepare a worksheet for a notebook for students to keep when comparing careers. Match career traits with individual traits. Collect articles for a notebook of health careers. Develop a classified ad for a health career. Make paper career ladders from occupations chosen by students. Cross reference to make career lattices. Critique classified ads of local employment in small groups. Evaluate their appeal. Have each student interview a person at each level. Discuss interviews in class.

OBJECTIVE	CONTENT	METHOD
c. Discuss 4 major categories in health careers. 1. Identify examples of occupations in each category. 2. Explore 2 careers in each category.	c. Health career categories 1) Occupational categories a) Direct patient/client care - nursing b) Diagnostic pt./c. care radiology c) Supportive health occupations - wellness d) Health related occupations - veterinary services 2) Content for exploration by category	With health careers play password or bingo games. Computerized crossword puzzles. Tour health facilities. Discuss other categorical groupings. Discuss and show prothesis. Class hosts a career day: each student is assigned 3-5 careers and is responsible for publications on each.
d. Describe how jobs will be changed, created, or obsoleted. 1. Identify technology that changes the job market. 2. Identify adjustments in local through international manpower needs. 3. Identify demographic implications of occupational opportunities. 4. Identify current trends that create jobs. 5. List entrepreneurial opportunities in the health fields. 6. Identify multiskilled occupations.	d. Nature of health careers 1) Technical 2) Manpower needs 3) Demographics 4) Current trends 5) Entrepreneurial opportunities 6) Multiskilled	Bulletin boards and displays - let students choose an occupation and create their own; choose a new career. Business venture - divide class into groups to devise a plan to market a new health-related business.
e. Research a/some chosen health career(s).	e. Content for research of chosen career(s)	Have students work in pairs to decide which category and career is suitable.

OBJECTIVE	CONTENT	METHOD
1. Compare information from a variety of educational programs. 1.a. Identify costs. 1.b. Identify accreditation.	1) School/programs comparison a) Costs b) Accreditation	Assign a paper on what they've learned about searching/finding a career.
2. Research employment opportunities.	2) Employment opportunities - local to area of interest	Encourage students to visit a department in their area of interest.
3. Use different types of information.	3) Multiple information sources	Encourage students to interview a health worker and write to professional societies for information.
4.0 Discuss financial aid. 4.0.1. Identify various forms of financial aid. 4.0.2. Identify a need for financial aid. 4.0.2.1. Prepare a budget. 4.0.2.2. Define eligibility. 4.0.3. List sources of financial aid. 4.0.4. List guidelines for application. 4.0.5. State where to find information.	D. Financial aid 1. Forms - scholarships, grants, loans stipends, and jobs 2. Need a. Budget plan b. Eligibility 3. Sources - governments, organizations, clubs, lending institutions 4. Sources of information - guidance counselor, libraries, schools, books 5. Guidelines for applying a. Get information and forms b. Read information c. Gather data d. Complete carefully e. Mail before deadline f. Keep a file	Guidance counselor as a guest speaker.
4.0 Define key terms.	E. Terminology list	Terminology flashcards. Have spelling bees for pronunciation and spelling.

Health Careers

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215 activities for exploring health careers [filmstrip/tape]. J. Weston Walsh Publisher.

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Career goals. Bloomington, IL: McKnight Publishing Co.

Career in health. New York: Butterick Publishing.

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Is a career in the health services for you? [film, 14 min.] (1971). Philadelphia: Counselor Films, Incorporated.

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My career plans series. Charleston, WV: Cambridge Career Products.

People skills [filmstrip/tape, series of 3]. Morris-Tuckman Productions.

Planning for success. Bloomington, IL: McKnight Publishing Co.

The health fitness professional [videotape, 18 min.] (1987). Evanston, IL: Medical Electronic Educational Services.

Your job: You and your boss [filmstrip/tape]. Coronet Instructional Media.

You, your employer, and your co-workers. Bloomington, IL: McKnight Publishing Co.

Computer Software:

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Health occupations. (1983) Brighton, CO: Educational Specialty Products, Inc.

Job attitudes: Assessment and improvement. Charlestown, WV: Cambridge Career Products.

Life and career planning: The future is yours. Chatsworth, CA: Career Aids, Inc.

Making decisions. St. Paul: EMC Publishing.

Microcomputer applications in vocational education: Health occupations I & II. Macomb, IL: Curriculum Publications Clearinghouse.

Occupational interest matching. Chatsworth, CA: Career Aids, Inc.

On the job communication. Charleston, VW: Cambridge Career Products.

Personal habits for job success. Kalamazoo, MI: Microcomputer Educational Programs, Inc.

Planning guide for job seekers. Charleston, WV: Cambridge Career Products.

Planning your career. St. Paul: EMC Publishing.

Self-concept and your work. Indian Rocks Beach, FL: Aquarius Software.

Self-exploration series I: Who am I? Minneapolis: Educational Media Corp.

Self-exploration series II: Career exploration. Minneapolis: Educational Media Corp.

Health Care Delivery System

Overview: This unit presents a comprehensive definition of the word health as it relates to the well-being of the individual, family, community, and world. A brief history of important people and events in health is presented. The student is introduced to the concept of a total health system consisting of both wellness and health care. It assists the student in defining various health facilities and agencies, in exploring their organizational structure, and in acknowledging current trends in health.

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OBJECTIVE	CONTENT	METHOD
At the completion of this unit the student will:	I. Introduction A. Health 1. Definition - various definitions, cultures; WHO definition: mental, social, physical	Lecture/discussion Discussion of own definition, in lieu of ethnicity, age, own health practices, home remedies.
1.0 Define health 1.1 Define the term "health." 1.2 List factors that affect health. a. Describe how each factor affects health.	2. Factors affecting health a. Stress - relaxation, release, recreation b. Aerobic exercising c. Nutrition - diet, disorders d. Weight e. Sleep f. Smoking g. Substance abuse h. Social abuse i. Motivation j. Lifestyle - disease prevention fitness k. Age l. Environment/safety m. Sexuality n. Cleanliness o. Elimination p. Dental care q. Spiritual growth	Use resources - Taber's Medical Dictionary. Have students critique a TV commercial that promotes a health product or health factor.* Guest lectures - i.e. National Dairy Council, use their resources. Brainstorm for factors. Assisting student to interview people and write own definition and factors prior to class, from personal bias. Have students create a bulletin board display for factors affecting health. Define how other cultures view health.

OBJECTIVE	CONTENT	METHOD
1.3 List 3 categories of health.	3. Categories of health	Have students list at least 3 factors which affect their health in a negative way, identify which aspect they affect and possible remedies.
a. Define 3 states of being healthy.	a. Healthy 1. Physical 2. Mental 3. Social 4. Spiritual	
b. Define 2 states of the challenged population.	b. Challenged or disabled 1. Mental 2. Physical	Assign students to list characteristics or examples for each category stated.
c. Define 3 states of illness.	c. Illness 1. Physical 2. Mental 3. Social	List behaviors that are present when an individual/self is not socially or mentally well. Have students collect pamphlets and articles about health and write a brief opinion about it. Collect articles in a notebook for future reference. *Review the symbols or emotions that are used and explain how the product/factor affects one's health.
1.4 Define chronic and acute health.	4. Health aspects	Discuss what other cultures view as disabled and contrast to this nation's definition.
a. Describe how the term chronic is related to each state of the three health categories.	a. Chronic 1. Health - mental, physical, social 2. Disability - mental, physical 3. Illness - mental, physical, social	List methods that promote chronic health.
b. State the importance of chronic health.		Have the student list 3 or more activities that promote or maintain a state of mental, social, and physical health.
c. Describe how the term acute is related to the 3 states of illness.	b. Acute 1. Illness - mental, physical, social	

OBJECTIVE	CONTENT	METHOD
1.5 Describe the health system.	5. Health system	Have the student prepare a short speech on a specific health aspect; i.e., health team, holistic health.
a. Define health team.	a. Health team	
b. Differentiate between the terms health wellness and health care.	b. Wellness versus health care	
1. Define the terms holism, optimum health, and fitness.	1. Terms a) Holism b) Optimum Health c) Fitness	
2. State populations that would be served by h.w. & h.c. workers	2. Populations served a) Health care workers b) Health wellness workers	
3. Differentiate between health education and health occupations education.	3. Compare health education to health occupations education.	Discuss how health wellness and health care are interrelated.
1.6 Define key terms.	6. Terminology list	
2.0 Write a brief history of health.	B. History of Health	
2.1 Identify events/people who made important contributions to the health field. 2.1.1 State the significance.	1. Important events and people a. Implications for progress b. Implications for health prior to discovery	
2.2 Compare common causes of death in the U.S. in previous years to current causes.	2. Causes of death in U.S. a. Current b. Previous years	Supply student with facts and resources. Have students write their reaction to them.
2.3 Contrast life expectancy of today to previous years. 2.3.1 Explain the difference.	3. Life expectancy in U.S. a. Current b. Previous	
2.4 Compare common diseases of today to previous years.	4. Common diseases in U.S. a. Current b. Previous	ID required immunization for children, senior citizens, pets.
2.5 Compare life expectancy, disease, and causes of death between the U.S. and other countries.	5. Compare the health of U.S. and other countries. a. Life expectancy b. Diseases c. Causes of death	

OBJECTIVE	CONTENT	METHOD
2.6 State national and global environmental health problems.	6. Environmental health problems a. U.S. b. World	
2.7 Describe the role of genetics in the health field.	7. Genetics	
2.8 Define key terms.	8. Terminology list	
3.0 Describe the relationship between the variety of services of the health network.	C. Health facilities and agencies	Tour or visit various health facilities and/or agencies.
3.1 List various health care facilities according to their funding and their services.	1. Health care facilities a. In-patient facilities 1) Funding 2) Services b. Out-patient facilities 1) Funding 2) Services	List health facilities. Assign small groups to determine where the nearest resources are for specific health concerns.
3.2 List health wellness facilities according to their funding and services.	2. Health wellness facilities a. Business and industry b. Schools - primary through universities c. Private health clinics d. Hospitals e. Recreational Services - YMCA, Parks f. Nursing homes g. Resorts and conference centers h. Health Insurance companies i. Private consulting firms	Describe health facilities in other countries. Collect pamphlets/brochures from various agencies. Password game/Bingo game/computerized crossword puzzle for various definitions.
3.3 List health agencies and organizations according to their funding and services.	3. Health agencies and organizations a. Government 1) Local 2) State 3) National 4) International - WHO	Write letters to community or state agencies to have them describe their role in assisting the community/state to stay healthy.

OBJECTIVE	CONTENT	METHOD
	b. Volunteer 1) Local 2) State 3) National	Write a report on a volunteer agency. Guest lecturer - reformed substance abuser, agency personnel, etc.
3.4 State the principles of different insurance plans.	4. Insurance Plans a. Health Maintenance Organization (HMO) b. Preferred Provider Organization (PPO) c. Medicare d. Medicaid e. Private insurance (Blue Cross/Sheild) f. Worker's compensation	Talk about some agencies that are referral agencies. Given a simulation situation, have the student list advantages and disadvantages of the various insurance plans.
3.5 State the major goals of the U.S. Public Health Department.	5. U.S. Public Health Department a. Research b. Substance abuse prevention and treatment c. Disease prevention and treatment d. Standards for food and drug e. Effective health services f. Quality health care in all areas	Guest lectures - from various insurance plans. List agencies, businesses, and health facilities that are directly or indirectly linked to the U.S.P.H.D.
3.6 Define key terms.	6. Terminology list.	
4.0 Explain the organizational structure for health facilities. 4.1 Diagram an organization chart for a large and a small facility. 4.2 Define the purpose of a facility's organization.	D. Organizational Structures 1. Flow chart a. Large and small facilities b. Health care and wellness facilities 2. Purpose	Have students interview a local small facility and complete an organization chart for it. Take one occupation away on a large hospital organization chart and decide who will perform those services. Provide terminology lists. Have students define terms before class.

OBJECTIVE	CONTENT	METHOD
5.0 List current trends affecting health.	E. Current trends 1. World health 2. Family health 3. Individual health	Guest speaker for current issues of interest. Have students give a class presentation on current isssues and trends.
5.1 Define key terms.	4. Terminology list	Have students debate a current issue in class. Encourage students to do volunteer work for a volunteer agency or have a fund drive for one.

Health Care Delivery System

Unit I - Reference List

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Employee fitness: Fact or fantasy [Videotape, 24 min.] (1987). Evanston, IL: Medical Electronic Educational Services.

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Audio-Visual Aids:

AIDS: Part I and II [Film]. Walt Disney Films.

A true story about hospitals [Film]. Chicago: American Hospital Association.

Holistic health: Treating the whole person [Film]. Human Relations Media.

Agencies and Organizations:

Iowa Department of Education, Lucas State Office Building, 4th Floor, Des Moines, Iowa 50309-0075, (515) 281-6779. Resource list including films, pamphlets, workshops.

Health Information Resources, National Health Information Service, P.O. Box 1133, Washington, DC, 20013, (202) 429-9091, 1-800-336-4797.

National Wellness Institute, University of Wisconsin - Stevens Point Foundation, Stevens Point, Wisconsin 54481, (715) 346-2172.

President's Council on Physical Fitness and Sports, Washington, DC 2000l, (202) 272-3421.

Health Promotion and Wellness

Overview: This unit allows the student to explore the many factors that affect wellness and self care. The definition, importance, and skills that are necessary to promote personal and community wellness are provided. The student is introduced to the variety of services that are provided by related agencies, organizations, and programs within all levels of the community.

OBJECTIVE	CONTENT	METHOD
At the completion of this unit the student will: 1.0 State the general goal and the objectives of this unit.	I. Introduction A. Overview B. Goals and objectives	Lecture. Reading assignments. Guest lecturers on pertinent issues (i.e., pollution, sexually transmitted disease.)
2.0 Discuss the basic premises of wellness. 2.1 Explain who is affected by wellness. 2.2 Define wellness.	II. Wellness A. Who - all: individuals, community, all ages B. What - holistic approach to preventative medicine; chronic link to harmonize optimal mental, physical, spiritual and social health; growth process - through education and awareness of health factors, and by making choices of self-responsibility and lifestyle	Discuss various behaviors that are present when a person is not physically, mentally, and/or socially well. Discuss how an individual's behavior can affect the health of others; i.e., family, peers. Filmstrip/tape, Human Relations Media, "Holistic Health: Treating the Whole Person." Discuss the importance of all aspects of health being well.
2.3 State where to find wellness. 2.4 State when wellness is important. 2.5 List reasons why wellness is important.	C. Where - daily life, choices D. When - now and in the future E. Why - 1. Better quality of life - increased productivity, prevent disabilities with aging, improve attitude of personal health and well-being, improve morale, improve performance	Have students list how their actions now may affect their lives in 10, 20, 30, 40, and 50 yrs. from now. Have the students keep a daily log of their activities for a week and to describe the possible affects of each activity on their health.

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OBJECTIVE	CONTENT	METHOD
	2. Prevent premature illness and death 3. Present a positive role model 4. Reduce medical and health insurance costs 5. Reduced absenteeism and turnover in the work force	Given simulation situations, discuss speculated effects of good versus poor health choices. Encourage students to make a personal goal and a goal for the class at the initial onset of class.
2.6 Describe how wellness can be present in our lives.	F. How - assume responsibility, decide, make a commitment, implement a plan, find motivators and a plan, change behavior	Brainstorm possible obstacles. Discuss what it would feel like to reach a goal. Later, discuss the effects these have on others. Have students locate articles or books on the topic individual health and how it affects the environment.
3.0 Discuss the importance of individual wellness. 3.1 List the affects that individual wellness has on the health of friends and family. 3.2 Describe how individual wellness affects the community. 3.3 List how wellness behaviors affect yourself.	III. Individual wellness importance A. Affects on family and friends B. Affects on community 1. Health trends - i.e., environment 2. Health policies 3. Health careers C. Affects on self	Illustrate a holistic effect by placing a drop of ink in water. Discuss how any situation such as an unwanted pregnancy or attempted suicide would affect family, friends, and has affected health education, health policies, job opportunity, and self. Brainstorm of how the students affect the environment in a healthful way.

OBJECTIVE	CONTENT	METHOD
4.0 Discuss factors that affect wellness. 4.1 List factors that affect optimal health. 4.2 Explain how positive habits of each factor affects physical, mental, spiritual, and/or social health.	IV. Factors affecting wellness A. Cleanliness - hair, skin, nails, teeth 1. Hair - shampoo, cut, style, clean brush 2. Skin - bathe, deodorant, clean underwear complexion care, foot care 3. Nails - clean, trimmed, filed 4. Teeth - daily brushing and floss, dental checkups, breath control	Have students select a physical problem (i.e., acne,obesity) and discuss its effects on social and mental behavior. Ask a personnel department representative to speak to the class about the importance of good personal hygiene and appearance. Invite a dental hygienist to speak.
4.3 List the essentials of cleanliness. 4.4 Describe good body posture. 4.5 State the reasons why adequate sleep is necessary.	B. Body posture - definition, positive habits and wellness 1. Shoulders and head erect 2. Chest high 3. Abdomen in 4. Equal body weight on feet C. Sleep - definition, positive habits and wellness	Have students discuss their reaction to people with body odor, foot odor, bad breath, etc. as opposed to reactions to people who smell clean and have an upright posture. Have students discuss their behavior when they have not slept or are tired but cannot go to sleep. Relate this to patients with pain or insomniacs.
4.6 Discuss why good nutrition is essential. A. Name the functions of food.	D. Nutrition - definition, positive habits and wellness 1. Functions of food a. Heat b. Growth c. Repair d. Regulate	Filmstrip/tape, Guidance Associates, "Nutrition: Foods, Fads, Fraud, and Facts." Have students write a report on the consequences of poor nutrition. Discuss the effects of excess cholesterol.

OBJECTIVE	CONTENT	METHOD
B. Give reasons why good nutrition is essential.	2. Reasons for nutrition a. Promotes total health - look, feel, and act well b. Greater energy and vitality c. Builds resistance to illness d. Speeds healing e. Helps individual sleep better f. Better performance, less errors g. Can prevent premature illness h. Better able to handle stress	Have students list the most important health factors in their lives. Discuss why some take a higher priority than others.
C. List healthful eating habits.	3. Healthy habits a. Three meals per day b. Eat breakfast c. Don't snack or healthy snacks d. Follow recommended daily servings from food groups e. Drink water f. Include fiber g. Avoid too much sugar, salt, alcohol h. Limit saturated fats and cholesterol i. Maintain ideal weight j. Eat a variety of foods	Have students make a poster that substitutes healthy snacks for unhealthy ones. Have students get menus from a variety of restaurants. Divide the class into groups. Each group tries to choose a nutritious meal from 2 or 3 menus. Compare results. Include menus from fast food restaurants.
D. List factors that can influence positive eating habits.	4. Influencing factors a. Family/friends b. Income c. Education d. Attitude - preferences e. Living alone f. Availability of food g. Religion/culture h. Time and activity i. Media	Discuss effects of malnutrition. Discuss world nutrition to include the factors that influence the food situation. Discuss various ethnic/religious cuisines. Have students research them and write papers.

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OBJECTIVE	CONTENT	METHOD
E. Name the basic necessary nutrients. 1. State a source of food for each. 2. State the basic function of each.	5. Nutrients a. Protein - example, function b. Carbohydrates - example, function c. Fats - example, function d. Minerals - example, function e. Vitamins - example, function f. Water - function g. Cellulose	Have students make a nutritional notebook using pictures from magazines for example; brief written messages of the various functions. Have students graph their daily water, pop, and milk consumption for one week. Compare graphs and discuss.
F. Name the 4 basic food groups. 1. State the suggested daily servings of each for your age group. G. Discuss weight control. 1. State the relationship of caloric intake with energy expenditures and growth. 2. List factors that affect energy requirements.	6. Food groups a. Meat - 2 or more b. Bread and cereal - 4 or more c. Fruit and vegetable - 4 or more d. Milk and dairy - 4 or more 7. Weight control a. Caloric/energy/growth relationship b. Energy consumption - Growth - Healing - Activity - Metabolism - Emotions - Climate - Pregnancy	Have students list the foods eaten in the last 24 hours. Circle carbohydrates; underline fats; discuss the percentage of each. Write an essay on how their diet could be improved. Suggest that students make 2 goals for better nutrition. Film, National Dairy Council, "The Day The Milk Was Turned Off." Discuss the effects of lack of milk in the world. Invite a nutritionist to discuss a vegetarian diet with the class. Discuss worldwide or cultural eating habits.
3. Describe healthful and harmful ways to reduce percentage of body fat.	c. Reducing weight - Healthy ways - Harmful ways - fad diets, starvation	Have students calculate their ideal weight range.

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OBJECTIVE	CONTENT	METHOD
4. Describe healthful ways to gain weight.	d. Increasing weight	Have students assess salt content of a days diet. Discuss if healthful or not.
5. List the risks associated with being overweight.	e. Overweight risks - Premature death - Increased risk of colon, breast, and uterine cancer - Increased chance of high blood pressure, diabetes, heart attack, stroke, coronary artery disease - Limited activities	Assess nutritional value of a fad diet in class.
6. Determine personal ideal weight span.	f. Ideal weight assessment	Have students assess their percentage of body weight.
H. Plan a menu that meets the minimal nutritional needs.	8. Menu planning a. Exchange system b. Food group system	Have students plan balanced meals for one week.
I. Assess personal nutrition status.	9. Assessment of nutritional status Fiber, sugar, salt, fats, cholesterol, calorie consumption	Have students design a plan of how their family might be able to reduce risk of cancer.
J. List 7 diet guidelines to lessen the chance of getting cancer.	10. Nutritional guidelines to lessen cancer risk a. Avoid obesity b. Decrease fat intake c. Eat high-fiber food d. Include vitamin A&C rich foods daily e. Include cruciferous vegetables f. Decrease salt, nitrate cured and smoked foods g. Avoid excessive use of alcohol	

OBJECTIVE	CONTENT	METHOD
K. Discuss the eating disorders anorexia nervosa and bulimia. 1. Describe the disorders. 2. List the symptoms of the disorders. 3. State the treatment of the disorders.	11. Eating disorders a. Anorexia nervosa - define, symptoms, treatment b. Bulimia - define, symptoms, treatment	Invite a person who suffers with an eating disorder to speak to the class.
4.7 Discuss why exercise is essential.	E. Exercise - definition, positive habits on wellness	Have students share the types of workouts they perform regularly.
A. List the benefits of exercise on mental, physical, and social health.	1. Benefits - look, feel, act better, lower blood pressure and cholesterol, reduce risk of coronary artery disease, reduce stress and overeating, more energy, improve self image, increase resistance to fatigue, counters anxiety and depression, burns off calories	Brainstorm for exercises that could be performed for each phase of an exercise program.
B. Describe the elements that an exercise program should include. 1. List 3 phases of an exercise program. 2. State the optional type of exercise for each phase. 3. Name the duration of each phase. 4. State the general purpose of each phase.	2. Program - 3-5 times/wk., 15-60 min., at 60-90% maximum heart rate a. Warm-up: 5-15 min., longer for beginners; warms muscles, elevates metabolism, increases joint lubrication, tones, protects against injury; flexibility and strength exercises; warm-up first then stretching exercises, stretching protects against injury before and after rigorous activity; static stretching b. Activity program: 20-60 min; shorter for beginners; enhances 0_2 to tissues, makes heart more efficient at rest; aerobic/strength exercises, steady and rhythmic exercise of large muscles in	Invite a physical therapist exercise physiologist, or sports medicine specialist to discuss a complete work out, specific exercises, and safety precautions during exercise. Visit various exercise facilities. Review various exercise programs that start slow and build gradually; i.e., walking, jogging, bicycling.

OBJECTIVE	CONTENT	METHOD
	target heart rate, aerobic first, can alternate days, progression - increase duration before intensity, build gradually	Have students design their own fitness/exercise program according to fitness assessment and interests. Share plans with class.
	c. Cool down: 5-10 min., allows for gradual slow down, protects against injury; flexibility and walking	
5. Calculate target heart rate zone.	d. Target heart rate formula	
6. Determine pulse rates at rest and during exercise.	e. Pulse rate check - wrist and neck	
7. List aerobic forms of exercise.	f. Aerobic exercises - walking fast, jogging, skiing, stair climbing, swimming, aerobic dance, bicycling, rope skipping, circuit training	Invite an exercise specialist to do floor exercises properly and improperly for comparison of body mechanics.
8. List advantages and disadvantages of the various forms of exercise.	g. Advantages and disadvantages of various forms of exercising	
9. Discuss techniques (biomechanics) for the various forms of exercising.	h. Biomechanics of various forms of exercising	
C. Discuss safety for exercising.	3. Safety -	
1. List danger signs.	a. Preliminary health check if medical problems exist	
2. List 6 main causes of exercise injuries.	b. Know your body limitations	
	c. Build slowly - exercise moderately	
	d. Breath during exercises	
	e. Be aware of danger signs - dyspnea, loss of coordination, dizziness, tightness in chest, nausea	
	f. Follow safety rules	
	g. Know the main causes of injury - poor flexibility, muscle imbalance, overtraining, structural problems, poor training methods, inadequate equipment	

OBJECTIVE	CONTENT	METHOD
D. Discuss physical fitness.	4. Physical fitness	Filmstrip: "Fit to be You," or "The Psysiology of Exercise."
1. List 5 components of fitness. 2. List the advantage of fitness in each area. 3. Name exercises that enhance strength, endurance, flexibility and cardiovascular endurance.	a. Five components - Muscular strength - Muscular endurance - Flexibility - Cardiovascular endurance - Body composition	Discuss the benefits of being physically fit. Discuss how principles of fitness apply to various body systems.
4. List 4 types of fitness exercises. 5. State the benefit of each type of exercise. 6. Give an example of each type of exercise.	b. Four exercises - Isometric - Isotonic - Isokenetic - Aerobic exercise	
7. Describe 5 major factors that influence the effectiveness of exercise programs.	c. Effectiveness factors - Intensity - sets and reps, 60%-90% max. heart rate - Duration - 15-60 min. - Frequency - 3-5 times/wk. - Mode - aerobic - Progression - interaction	
E. Describe various preliminary tests to assess lifestyle and physical fitness. 1. Compare various health screening methods. 2. Compare fitness testing methods.	5. Preliminary testing a. Health screening - Health Risk Appraisal - Lifestyle Assessment Questionnaire - Health history - PAR-Q - CAD Risk Factor Assessment - Physical Activity Profile - Physical Examination	Film, "The Wellness Revolution." Have students assess their lifestyle, using one or more assessment test. Discuss lifesytle practices for maintaining good health in general terms.

OBJECTIVE	CONTENT	METHOD
3. Assess your lifestyle to include fitness level.	b. Physical fitness testing - AAHPERD (for youth): > Cardiovascular function: distance run > Body composition: skinfold tests > Flexibility: Sit & reach > Abdominal strength: sit-ups - Muscular strength: isometric and isotonic tests - Muscular endurance: sit-up, push-up, chin-up - Body composition: anthropometric, circumferential, skin fold tests - Cardiopulmonary tests: step test, bicycle ergometer and treadmills	Have student evaluate their physical fitness using AAHPERD tests.
F. List methods of motivation for physical fitness.	6. Motivation a. Ask for support b. Find leadership if necessary c. Personalized plan to include variety d. Reinforcement and goal setting	
G. Compile a workout program according to the interests and needs of an individual.	7. Workout program a. Assess needs, interests, and fitness level b. Workout program: warm-up, aerobic and strength, cool down c. Determine support and motivators d. Set goals e. Plan evaluation	Film, "Total Fitness in 30 Minutes a Week." Have the class compare and evaluate the various workout programs developed. Build onto previous exercise program developed for class or create a new one.

OBJECTIVE	CONTENT	METHOD
4.8 Discuss the effects of stress on wellness.	F. Stress - definition, positive habits effects on wellness	Have students identify personal stressful situations and describe their symptoms.
A. Differentiate between positive and negative stress.	1. Good and bad stress	Discuss which aspect of health was affected.
B. Describe 3 stages of stress.	2. Three stages a. Alarm - fight or flight b. Resistance - restore balance c. Exhaustion - susceptible to illness of stress.	Show "Managing Stress." "Stress." Hold discussions. Have students relate personal experiences to the 3 stages
C. List stress related diseases.	3. Stress related diseases	
D. Differentiate between personality types as they relate to stress.	4. Personality types - A & B	Discuss different sources of stress in various life stages (youth-adult).
E. List individual traits that affect reactions to stress.	5. Individual traits - sleep, caffeine, etc.	Divide in groups. Have each group identify stressors for a particular wellness area; i.e., physical, social, biological, etc.
F. List indicators of stress.	6. Indicators	
G. Identify sources of stress.	7. Sources - physical, social, biological changes, occupational, behavior and lifestyle	Make a worksheet of stressful situations where desirable or undesirable methods of coping were used by the affected individual. Address the effects on wellness of the various coping techniques.
H. Describe various stress responses.	8. Responses	

OBJECTIVE	CONTENT	METHOD
I. List desirable and undesirable methods of coping with stress. 1. Practice various relaxation techniques. 2. List causes of suicide. 3. Identify possible signs of suicide. 4. State helpful action for a possible suicide situation.	9. Methods of coping a. Desirable b. Undesirable c. Relaxation techniques d. Suicide - causes, possible signs, helpful action	Have students research a technique of relaxation and report. Compare techniques. Try a relaxation technique in class. Discuss their reactions.
J. Compare stress assessment tests. 1. Identify personal level of stress.	10. Assessment tests a. Social readjustment rating scale b. Stress quizzes	Have students evaluate their own level of stress using a stress evaluation test.
K. Create a plan to reduce a personal stress.	11. Stress reduction plan	Compare class' plans.
4.9 Discuss the effects of safety on wellness.	G. Safety	Discuss the major causes of fatality among teenagers.
A. List preventative actions to reduce the risk of crime.	1. Crime reduction actions	Have students prepare projects on suicide, head and spinal trauma, and illness and their implications for teenagers.
B. Describe potential actions in the event of a rape. 1. List preventative measures. 2. List possible actions in the event of attempted rape. 3. List actions after the situation of rape.	2. Rape a. Preventative measures b. Possible actions during attempted rape. c. Post rape procedures	List presumptions about rape. Discuss teenage feelings about rape. Discuss how media reinforces rape.

OBJECTIVE	CONTENT	METHOD
C. Discuss accident prevention. 1. State major causes of accidents. 2. Name safety measures for vehicles. 3. List all terrain vehicle safety tips. 4. Describe bicycle safety.	3. Accidents a. Major causes - stress, age, substance abuse, time, illness b. Vehicle safety - self, manufacturer c. ATV safety d. Bicycle safety	Discuss why people may not make safe choices for safety. Have students list the effects of unsafe practices on themselves and on others.
D. Discuss water safety. 1. List swimming safety measures. 2. List boating/canoeing safety tips. 3. List rescue procedures.	4. Water safety a. Swimming/diving b. Boating/canoeing c. Rescue procedures	
E. Discuss fire safety procedures. 1. List preventative measures for fires. 2. Describe what to do in the event of a fire. 3. Compile a fire plan for your personal dwelling.	5. Fires a. Preventative measures b. Fire safety c. Fire plan	Brainstorm for major causes of fires. Discuss fire escape routes in motels, highrise buildings, and basements.
4.10 Discuss the effects of smoking on wellness. A. List the effects of smoking.	H. Smoking 1. Effects a. Physical b. Economic c. Social d. Mental e. Environmental	Show pictures from American Cancer Society showing normal and smokers' lungs. Have students make a presentation for young children on the hazards of smoking.
B. List reasons why people smoke.	2. Reasons why people smoke.	Discuss reasons why people smoke - why they don't quit even though they feel the ill effects of smoking.
C. List methods to stop smoking.	3. Methods to stop smoking.	Discuss the disadvantages of starting a bad habit such as smoking.

OBJECTIVE	CONTENT	METHOD
4.11 Discuss the effects of alcohol on wellness.	I. Alcohol	Invite a representative from the local police department to speak on blood alcohol level testing, the most common age group tested, and the number of tests done/month, etc.
A. List the effects of drinking excessively.	1. Effects of excessive drinking a. Physical b. Mental c. Social d. Economic e. Environmental	Have students determine for their weight how many drinks it would take to be legally intoxicated.
B. Describe how to assess if a person has a problem with alcohol.	2. Alcoholic assessment	Discuss influences that can lead a person to drink or not to drink.
C. List methods to help control	3. Preventative measures	Have member of AA speak to the class on the definition and effects of alcoholism on one's lifestyle.
D. Describe factors that determine the effects of alcohol.	4. Factors that determine effects of alcohol a. Amount b. Rate consumed c. Absorption rate d. Oxidation rate e. Physical condition f. Expectations g. Mood and setting h. Tolerance	Discuss teenage statistics and alcohol. Have students develop posters for abstinence or moderate use of alcohol.
E. Describe ways to respond to an alcoholic.	5. Responding to an alcoholic	
F. Compare alcoholic content of es of alcohol.	6. Alcoholic content - proof	

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OBJECTIVE	CONTENT	METHOD
4.12 Discuss the effects of drugs on wellness. A. List the effects of drug usage.	J. Drugs 1. Effects a. Physical b. Mental c. Social d. Economic e. Environmental	Have a volunteer from an area drug crisis hotline to speak to the class. Have students develop posters pro anti-drug abuse for elementary students. Discuss reasons for drug use and abuse and identify possible solutions to avoid abuse.
B. Describe 4 classes of controlled drugs. 1. List common examples of each class.	2. Four classes a. Stimulants b. Depressants c. Narcotics d. Hallucinogens	Discuss various ways of saying no to drugs or discouraging friends from using them. Brainstorm why adolescents use drugs.
C. Describe how various drugs are used.	3. How used a. Ingested b. Injected c. Inhaled	
D. Differentiate between drug misuse, abuse, dependency, and responsible use of drugs.	4. Differentiate a. Misuse b. Abuse c. Dependency d. Responsible use	
E. Describe methods of drug abuse prevention.	5. Prevention of abuse a. Family b. Friends c. Law d. Choice of lifestyle	

OBJECTIVE	CONTENT	METHOD
4.13 Discuss the effects of sexuality on wellness.	K. Sexuality 1. Effects	Have students list factors that might influence their feelings about sexuality.
A. List the effects of sexuality.	a. Physical b. Mental c. Social d. Economic e. Environmental	Discuss differences between infatuation and love. Discuss what kinds of situations may become emotional and make adolescents vulnerable to physical intimacy.
B. Describe healthful sexuality.	2. Healthful sexuality	
1. Differentiate between sex role and sexual orientation.	a. Sex role b. Sexual orientation	Have students design posters on the symptoms, treatment, and a complication of one or more STDs.
2. Discuss responsible dating.	c. Responsible dating decisions	
C. Describe sexually transmitted diseases (STD).	3. Sexually transmitted disease (STDs)	
1. List common diseases.	a. Most common diseases - gonorrhea, syphilis, herpes, trichomoniasis, nongonococcal urethritis, moniliasis, genital warts, pediculosis	Filmstrip/tape, Walt Disney film, "AIDS, Part I & II."
2. State the method of transfer of STDs.	b. Method of transfer	Discuss the impact of a family member having AIDS.
3. Name the symptoms of the most common STDs.	c. Symptoms	Have students make a fact sheet about STDs.
4. Identify treatments of STDs.	d. Treatment	
5. Identify complication of the various STDs.	e. Complications	
D. List preventative methods of controlling or preventing the spread of STDs.	4. Preventative measures of STDs	
E. List preventative measures of pregnancy.	5. Pregnancy preventative measures	

OBJECTIVE	CONTENT	METHOD
4.14 Discuss the effects of violence on wellness.	L. Abuse or violence	Have students create situations of each type of abuse.
	1. Effects on wellness	
A. List the effects of abuse.	a. Physical	Discuss what could be done about each situation.
	b. Mental	
	c. Social	Brainstorm for local help groups for various forms of abuse.
	d. Economic	
	e. Environmental	
B. List various forms of violence.	2. Forms	Have students state what they would do if presented with various abuse situations in their own lives.
	a. Physical	
	b. Emotional	
	c. Neglect (children or dependent adult)	
	d. Sexual - rape, incest	
C. Describe treatment for abusers and victims of violence.	3. Treatment	List possible causes of abuse.
D. Describe methods of prevention.	4. Methods of prevention	List possible feelings of an abused person.
	a. Counseling	
	b. Agencies, organizations, hotlines	List possible feelings of an abuser.
	c. Victim actions	
4.15 Discuss the effects of environmental health on wellness.	M. Environment	
	1. Effects	Discuss pros and cons of public health laws on public smoking, seat belts, and motorcycle helmets. Discuss the origination of these laws.
A. List the effects of environmental health.	a. Physical	
	b. Mental	
	c. Social	
	d. Economic	
	e. Environmental	
B. Identify major types of pollutants.	2. Major types of pollutants	List some personal habits that contribute to environmental pollution.
	a. Air	
	b. Water	
	c. Hazardous wastes	Brainstorm for long term effects of current pullution.
	d. Solid wastes	
	e. Pesticides	Have students participate in a volunteer project to improve the community environment.
	f. Lead, mercury, asbestos	
	g. Radiation	
	h. Noise	Discuss the effects of pollutants on future generations.

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OBJECTIVE	CONTENT	METHOD
C. Describe hazards to the environment. 1. State the damaging effects of hazards on the environment. 2. List preventative or controlling measures.	3. Hazards a. Damaging effects b. Preventative/controlling measures	Discuss student feelings on lawn weed control, organic farming and pesticides.
D. Discuss barriers that inhibit persons with disabilities from fully accessing the community.	4. Physical barriers to the handicapped	Have students spend a day at home and at school, in a wheelchair, or with their arm in a sling. Discuss their feelings.
5.0 Discuss agencies, organizations and programs that are involved in the promotion and maintenance of wellness. 5.1 Identify resources to locate organizations, agencies, and programs.	V. Agencies, organizations, and programs A. Resources 1. Location a. Media b. People c. Organizations d. Libraries	Have students write letters to various agencies, organizations, or programs asking them what their current area of interest is for promoting health.
5.2 Identify agencies, organizations, and programs at the local, district, state, national and international levels.	2. Levels a. Local b. District c. State d. National e. International	Given specific problem situations, have students refer to organizations, programs or agencies which might be able to help.
5.3 Differentiate between various types of wellness programs within the community and industry.	B. Wellness programs 1. Aerobics 2. Health clubs 3. Weight clinics 4. Employee assistance programs (EAP) 5. Back clinics 6. Cardiac rehabilitation 7. Health promotion	Visit with personnel from various wellness programs. Visit facilities, if available. Discuss which programs teenagers would most likely be involved with.

OBJECTIVE	CONTENT	METHOD
	8. Fitness 9. Wellness 10. Counseling 11. Strength training 12. Aquatics 13. Stress management 14. Smoking cessation	
6.0 Define related terminology of wellness units.	VI. Terminology A. Unit lists	Create terminology crossword puzzles.
7.0 Develop a strategy to implement a change of lifestyle.	VII. Plan to change lifestyle A. Strategy	Have students make goals and implement a plan for each.
7.1 Discuss various steps to implement a change of lifestyle.	1. Education of topic of concern 2. Assessment of lifestyle in area of concern 3. Take responsibility of own life 4. Make a choice to change - yes/no 5. Set goals 6. Develop a plan of action 7. Decide on motivators 8. Implement the plan 9. Evaluations - feedback and reinforcement	Discuss plans in class. Survey the class to see if any students have started to change any aspect of their lifestyle. Discuss why a change of lifestyle is necessary.

Health Promotion and Wellness

Unit IV - Reference List

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What's in your lunch? Berkley, CA: Lawrence Hall of Science

Ethical and Legal Aspects of Health Care

Overview: The emphasis for this unit is placed on both the legal and the ethical considerations and terminology for use in various health careers. The importance of interpersonal relationships as well as personal health, hygiene, and appearance is also introduced.

OBJECTIVE	CONTENT	METHOD
At the completion of this unit, the student will: 1.0 State the general goals and objectives of the course.	I. Introduction A. Course goals B. Course objectives C. Method D. Evaluation	Lecture/discussion. Reading assignments; see reference list. Preface the unit with presentation and discussion of legal/ethical situations.
2.0 Discuss ethical behavior and responsibilities of health personnel. 2.1 Define ethics. 2.2 Define a code of ethics. 2.3 Describe responsibilities of health workers. 2.4 State the importance of ethical behavior. 2.5 Apply the guidelines of ethical conduct in health related situations.	II. Ethical responsibilities of a health worker A. Definition B. Code of ethics—professional standards C. Responsibilities 1. Qualities of a health worker 2. Moral responsibilities 3. Responsibilities as an employee D. Importance E. Situations	Compare various codes of ethics. Refer to Iowa State Department of Health Rules and Regulations. Invite a hospital administrator, lawyer, physician. Have students collect newspaper and magazine articles regarding legal and ethical problems or suits. Discuss the implications in class.
3.0 Discuss legal responsibilities of health personnel. 3.1 Differentiate between criminal and civil law. 3.2 Differentiate between a crime and felony. 3.3 List common torts associated	III. Legal responsibilities A. Criminal law 1. Crime 2. Felony B. Civil law 1. Torts a. Malpractice	Invite a lawyer to speak to the class. Check physician, hospital, nurse, and other's liability insurance rates for your area. Discuss student's personal

OBJECTIVE	CONTENT	METHOD
with health care.	b. Negligence	experiences as health clients.
3.4 List common negligence acts.	- Common negligence acts	
3.5 Describe liability in health professions.	c. Liable	
A. Define informed consent.	- Informed consent	
B. Define standard of care.	- Standard of care	
C. List possible actions to prevent liability suits.	- Prevention of suits	
D. Explain factors of an accident report.	- Accident reports	
E. Explain factors of an emergency plan.	- Emergency plans	
F. Discuss liability insurance coverage.	- Insurance coverage	
G. Discuss Good Samaritan Laws	- Good Samaritan Laws (vary from state to state)	Handout: "Iowa Good Samaritan Law".
3.6 Differentiate between the two types of defamation.	d. Defamation - Libel - Slander	
3.7 Differentiate between assault and battery.	e. Assault and battery	
3.8 Differentiate between confidentiality and privileged communication.	f. False imprisonment g. Invasion of privacy	
3.9 Give an example of each type of tort.	h. Confidentiality i. Privileged communication j. Reasonable care	Correlate confidentiality to confidentiality of student records.
3.10 Describe the rights of the individual under law. A. Determine how these rights might be violated.	C. Patient's bill of rights 1. Violations	
3.11 Describe licensure, registration, and credentialing of health occupations. A. State the purpose of licensure, rtification, and a diploma.	D. Licensure and credentials 1. Purpose 2. Licensure, registration, certification, diplo.	Provide examples of each: licensed, registered, certified, diploma careers.

OBJECTIVE	CONTENT	METHOD
B. Differentiate between licensure, registration, certification, and a diploma.	3. Continuing education a. Purpose b. Forms	
3.12 Describe the personnel who can perform various services.	E. Personnel services	
A. Discuss health care personnel.	1. Health care a. Who may request services b. Who may administer services c. Who may interpret results d. Who may have custody of records	
B. Discuss wellness personnel.	2. Wellness a. Who may administer services b. Who may interpret results	
3.13 Describe how contract laws affect health care.	F. Contractual agreements	
3.14 Identify legal and illegal conduct in health related situations.		
3.15 Differentiate between ethical and legal situations.	G. Situations	
4.0 Discuss interpersonal relationships for health personnel.	IV. Relationships/communication	Role playing.
4.1 Describe various skills that are necessary for positive relationships.	A. Peers B. Physicians C. Patients/clients D. Patient's family	
5.0 Discuss the importance of personal health, hygiene, and appearance for health personnel.	V. Health, hygiene, appearance	Review Iowa Code policies. Review employee policies.
6.0 Define terminology related to this unit.	VI. Related terminology list.	

Ethical and Legal Aspects of Health Care

Unit V - Reference List

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Nurse Aide Program Competencies

Health Occupations Competencies

Nurse Aide Model 1

Nurse Aide: Long Term Care
Model 1

	Nurse Aide	Hospital Aide	Rehab Care
Health Care Delivery System			
1. Describes various types of care facilites.	X*		X
2. Differentiates between various types of health care facilities and their administrative structure.	X*		X
3. Identifies the relationship between various governmental and private agencies that provide guidelines for resident/ patient care.	X*		
4. Identifies roles of various health care personnel within facilities especially the role of the nurse aide.	X*		
5. Compares the organization of acute care with long term care.		X*	
6. Compares the health professionals role in acute care setting with their role in long term care.		X*	
Health Promotion and Wellness			
1. Identify basic human emotional needs.	X		X
2. Encourage resident/patients to be as independent as possible.	X		
3. Identify basic changes in normal growth and development and apply in care situations.	X		

Health Occupations Competencies

Nurse Aide: Long Term Care

Model 1

	Nurse Aide	Hospital Aide	Rehab Care
Health Promotion and Wellness			
4. Identify ways of meeting emotional needs of the resident.	X		X
5. Explain losses which may accompany aging.	X		
6. Identify spiritual needs of resident/ patient.	X		
7. Investigates the human growth and develoment needs of infants, children and adults.		X*	
Ethical/Legal			
1. Demonstrate responsibility concerning resident/patient's rights.	X		X
2. Practice confidentiality.	X		X
3. Apply ethical practices.	X		X
4. Follow institutional policies.	X		X
5. Identify legal responsibilities of the nurse aide in acute care, including living wills and durable power of attorney.		X*	
Safety			
1. Use correct hand-washing techniques.	X		X
2. Follow proper infection control techniques.	X		X
3. Position resident/patient's call signal within reach.	X		X

Health Occupations Competencies

Nurse Aide: Long Term Care

Model 1

	Nurse Aide	Hospital Aide	Rehab Care
Safety			
4. Use correct body mechanics.	X		X
5. Maintain a clean, safe environment.	X		X
6. Restrain effectively or safely a resident/ patient.	X		X
7. Follow emergency procedures for fire and other disasters.	X		X
8. Use CDC guidelines (universal precautions) in providing care.	X*		X
9. Use CDC guidelines (universal precautions) in proving care to patient in isolation.	X*		
Communication			
1. Communicate effectively with resident, health facility staff and resident/ patient's family/visitors.	X		X
2. Use effectively the intercom and telephone.	X		
3. Record procedures accurately.	X		
4. Follow directions.	X		
5. Participate in a discussion.	X		
6. Listen effectively.	X		

Health Occupations Competencies

Nurse Aide: Long Term Care
Model 1

		Nurse Aide	Hospital Aide	Rehab Care
	Communication			
7.	Use correct medical terminology and abbreviations.	X		
8.	Record and report pertinent observations related to resident/patient treatment, procedures and conditions.	X		
9.	Record procedure accurately.	X		
10.	Greet resident/pt by name or by title.	X		X
11.	Report/record intake/output.	X		
12.	Obtain appropriate patient information from nursing supervisor.	X*		
13.	Explain the nurse aide's role in using the nursing care plan in acute care.	X*		
	Interactions			
1.	Uses the philosophy of restorative/ rehabilitation when providing care.	X*		X
2.	Identifies the physical/social/emotional changes that occur in elderly and chronically ill.	X*		
3.	Identifies the special needs of residents/ patients with disabilities, including physical problems, mental illness, mental retardation, and dementias.	X*		
4.	Differentiates between the care needs of acutely and chronically ill.	X*		

Health Occupations Competencies

Nurse Aide: Long Term Care

Model 1

	Nurse Aide	Hospital Aide	Rehab Care
Interactions			
5. Provide for resident/patient's privacy.	X*		X
6. Identify ways to ease the impact of losses.	X	X	
7. Practice reality orientation/validation therapy with confused and/or forgetful residents/patients.	X		
Emergency Services			
1. Provides emergency care for choking resident/patient.	X*		
2. Complete certification in Basic Cardiac Life Support - Module C		X	
Personal Hygiene			
1. Make unoccupied bed.	X		
2. Make occupied bed.	X		
3. Assist resident/patient with adaptive appliances.	X		X
4. Assist resident/patient in dressing and undressing.	X		
Personal Hygiene			
5. Assist resident/patient with hair care.	X		
6. Assist with or shave resident/patient.	X		

Health Occupations Competencies

Nurse Aide: Long Term Care

Model 1

		Nurse Aide	Hospital Aide	Rehab Care
	Personal Hygiene			
7.	Identify and apply care for resident/ patient's fingernails and toenails.	X		
8.	Perform a resident/patient back-rub.	X		
9.	Bathe resident/patient or assist with bathing.	X		
10.	Perform perineal care.	X		
11.	Perform or assist with oral hygiene including mouth and denture care.	X		
12.	Assist resident/patient with nutritional needs.	X		
13.	Apply sensory aid devices.	X		
14.	Apply appropriate skin care to resident.		X	
15.	Assists patients in acute care to follow dietary orders.		X*	
	Special Procedures Special Procedures Related to Admission, Transfer, Dischaarge			
1.	Assist licensed nurse with unit admitting procedures.		X	
2.	Assist licensed nurse with unit discharge procedures.		X	
3.	Assist licensed nurse with unit transfer procedures.		X	
4.	Record personal property inventory.		X	

Health Occupations Competencies

Nurse Aide: Long Term Care

Model 1

	Nurse Aide	Hospital Aide	Rehab Care
Special Procedures Related to Hygiene			
1. Apply anti-embolism elastic stockings.		X	
Special Procedures Related to Mobility/Immobility			
1. Assist resident/patient in standing.	X		X
2. Position resident/patient in correct body alignment.	X		X
3. Use techniques which help prevent pressure sores.	X		X
4. Direct active range of motion exercises.	X		X
5. Assist resident in walker use.	X		X
6. Assist resident in walking.	X		X
7. Perform passive range of motion exercises.	X		X
8. Transfer resident/patient using assistance.	X		X
9. Transport resident/patient by proper equipment.	X		X
Special Procedures Related to Elimination			
1. Assists resident/patient with bladder/ bowel training.	X*		
2. Assist resident/patient with elimination needs.	X		

Health Occupations Competencies

Nurse Aide: Long Term Care

Model 1

	Nurse Aide	Hospital Aide	Rehab Care
Special Procedures Related to Elimination			
3. Observe and maintain closed urinary drainage system.	X		
4. Prepare and give enema.	X		
5. Demonstrate care for incontinent resident.	X		
Special Procedures Related to Specimen Collection			
1. Collect urine and feces specimens as instructed.	X		
Special Procedures Related to Diagnostic Testing			
1. Measure and record temperature, pulse, respiration and blood pressure.	X		
2. Measure and record weight.	X		
(3. Test urine for glucose and ketones.	X)		
Special Procedures Related to Hot and Cold			
1. Assist with local applications of warmth and cold.	X		
Special Procedures - Miscellaneous			
1. Assists licensed nurse with unit pre and post operative care.		X*	
2. Provides care for acutely ill patients.		X*	

Health Occupations Competencies

Nurse Aide: Long Term Care

Model 1

Special Procedures - Miscellaneous	Nurse Aide	Hospital Aide	Rehab Care
3. Provides care for children and new mothers.		X*	
4. Identify five steps of approaching death or reactions to approaching death.	X		
5. Explain procedures for post-mortem care.	X		
6. Identify the physical signs of approaching death.	X		
7. Demonstrate physical measures for the dying resident/ patient.	X		
Leadership Competencies			
1. Follow directions.	X	X	X
2. Participate in a discussion.	X	X	X
3. Utilize time effectively.	X	X	X
4. Prioritize series of tasks.	X	X	X
5. Define goals.	X	X	X
6. Work effectively with others.	X	X	X
7. Listen effectively.	X	X	X
8. Facilitate group interaction.	X		
9. Recognize conflict situations.	X		
10. Adapt to environment/situation.	X		

Health Occupations Competencies

Nurse Aide: Long Term Care

Model 1

	Nurse Aide	Hospital Aide	Rehab Care
Leadership Competencies			
11. Speak efficiently in front of others.	X		
Job Getting, Job Keeping Competencies			
1. Identify requirements for a job.	X	X	X
2. Complete required forms.	X	X	X
3. Write application letter.	X	X	X
Job Getting, Job Keeping Competencies			
4. Evaluate job offer.	X	X	X
5. Interact with others in a courteous and tactful manner.	X	X	X
6. Cooperate with others.	X	X	X
7. Accept individual differences.	X	X	X
8. Respect the property of others.	X	X	X
9. Organize thoughts and clearly express point of view.	X	X	X
10. Organize thoughts and write clearly.			
11. Exhibit dependability.			
12. Demonstrate punctuality.	X	X	X
13. Ask for help when needed.	X	X	X
14. Accept new challenges.	X	X	X

Health Occupations Competencies

Nurse Aide: Long Term Care

Model 1

Job Getting, Job Keeping Competencies	Nurse Aide	Hospital Aide	Rehab Care
15. Accept supervision willingly.	X	X	X
16. Discuss the necessity of flexibility related to change.	X	X	X
17. Manage time effectively.	X	X	X
18. Follow rules and regulations.	X	X	X
19. Produce quality work.	X	X	X
20. Work within guidelines.	X	X	X
21. Take responsibility for mistakes and/or good work.	X	X	X
22. Comply with safety and health rules.	X	X	X
23. Utilize equipment correctly.	X	X	X
24. Maintain clean and orderly work area.	X	X	X
25. Demonstrate personal hygiene and cleanliness.	X	X	X
26. Adapt to change/demonstrate flexibility.	X	X	X
27. Follow policies and procedures.	X	X	X
28. Explain the purpose of performance evaluations.	X	X	X
Entrepreneurship Competencies			
1. Explain types of health care business organizations.	X	X	X
2. Recognize relevant, legal and ethical issues in the health care industry.	X	X	X

Health Occupations Competencies

Nurse Aide: Long Term Care

Model 1

Nurse Aide	Hospital Aide	Rehab Care

Health Occupations Competencies

Nurse Aide
Model 2

Nurse Aide Model 2

Health Care Delivery System	Direct Pt Care	Long Term Care (clinical)	Hospital Aide (clinical)
1. Describes various types of care facilites.	X*		
2. Differentiates between various types of health care facilities and their administrative structure.	X*		
3. Identifies the relationship between various governmental and private agencies that provide guidelines for resident/patient care.			
4. Identifies roles of various health care personnel within facilities especially the role of the nurse aide.	X*		
5. Compares the organization of acute care with long term care.			X*
6. Compares the health professionals role in acute care setting with their role in long term care.			X*

Health Promotion and Wellness	Direct Pt Care	Long Term Care (clinical)	Hospital Aide (clinical)
1. Identify basic human emotional needs.	X		
2. Encourage resident/patients to be as independent as possible	X		
3. Identify basic changes in normal growth and development and apply in care situations.	X		

Health Occupations Competencies

Nurse Aide

Model 2

	Direct Pt Care	Long Term Care (clinical)	Hospital Aide (clinical)
Health Promotion and Wellness			
4. Identify ways of meeting emotional needs of the resident.	X		
5. Explain losses which may accompany aging.	X		
6. Identify spiritual needs of resident/patient.	X		
7. Investigates the human growth and develoment need of infants, children and adults.			X*
Ethical/Legal			
1. Demonstrate responsibility concerning resident/patient's rights.		X	X
2. Practice confidentiality.		X	X
3. Apply ethical practices.		X	X
4. Follow institutional policies.		X	X
5. Identifies legal responsibilities of the nurse aide in acute care, including living wills and durable power of attorney.			X*
Safety			
1. Use correct hand-washing techniques.	X	X	X
2. Follow proper infection control techniques.	X	X	X
3. Position resident/patient's call signal within reach.		X	X

Health Occupations Competencies

Nurse Aide

Model 2

Safety	Direct Pt Care	Long Term Care (clinical)	Hospital Aide (clinical)
4. Use correct body mechanics.	X	X	X
5. Maintain a clean, safe environment.	X	X	X
6. Restrain effectively or safely a resident/ patient.	X	X	
7. Follow emergency procedures for fire and other disasters.		X	X
8. Uses CDC guidelines (universal precautions) in providing care.	X	X*	X*
9. Uses CDC guidelines (universal precautions) in proving care to patient in isolation.			X*
Communication			
1. Communicate effectively with resident, health facility staff and resident/ patient's family/visitors.		X	X
2. Use effectively the intercom and telephone.	X		X
3. Record procedures accurately.	X	X	X
4. Follow directions.	X	X	X
5. Participate in a discussion.	X	X	X
6. Listen effectively.	X	X	X
7. Use correct medical terminology and abbreviations.	X	X	X

Health Occupations Competencies

Nurse Aide

Model 2

		Direct Pt Care	Long Term Care (clinical)	Hospital Aide (clinical)
	Communication			
8.	Record and report pertinent observations related to resident/patient treatment, procedures and conditions.		X	X
9.	Record procedure accurately.	X	X	X
10.	Greet resident/pt by name or by title.		X	X
11.	Report/record intake/output.		X	
12.	Obtain appropriate patient information from nursing supervisor.			X*
13.	Explains the nurse aide's role in using the nursing care plan in acute care.			X*
	Interactions			
1.	Uses the philosophy of restorative/ rehabilitation when providing care.		X*	X*
2.	Identifies the physical/social/emotional changes that occur in elderly and chronically ill.	X*	X*	X*
3.	Identifies the special needs of residents/ patients with disabilities, including physical problems, mental illness, mental retardation, and dementias.		X*	X*
4.	Differentiates between the care needs of acutely and chronically ill.			X*
5.	Provide for resident/patient's privacy.		X*	X*

Health Occupations Competencies

Nurse Aide

Model 2

Interactions	Direct Pt Care	Long Term Care (clinical)	Hospital Aide (clinical)
6. Identify ways to ease the impact of losses.		X	
7. Practice reality orientation/validation therapy with confused and/or forgetful residents/patients.		X	
Emergency Services			
1. Provides emergency care for choking resident/patient.		X*	
2. Complete certification in Basic Cardiac Life Support - Module C			X
Personal Hygiene			
1. Make unoccupied bed.	X	X	
2. Make occupied bed.	X	X	
3. Assist resident/patient with adaptive appliances.	X	X	X
4. Assist resident/patient in dressing and undressing.	X	X	X
5. Assist resident/patient with hair care.	X	X	X
6. Assist with or shave resident/patient.	X	X	X
7. Identify and apply care for resident/patient's fingernails and toenails.	X	X	X
8. Perform a resident/patient back-rub.	X	X	X

Health Occupations Competencies

Nurse Aide

Model 2

	Personal Hygiene	Direct Pt Care	Long Term Care (clinical)	Hospital Aide (clinical)
9.	Bathe resident/patient or assist with bathing.	X	X	X
10.	Perform perineal care.	X	X	X
11.	Perform or assist with oral hygiene including mouth and denture care.	X	X	X
12.	Assist resident/patient with nutritional needs.	X	X	X
13.	Apply sensory aid devices.	X	X	X
14.	Apply appropriate skin care to resident.			X
15.	Assists patients in acute care to follow dietary orders.			X*
	Special Procedures Special Procedures Related to Admission, Transfer, Discharge			
1.	Assist licensed nurse with unit admitting procedures.			X
2.	Assist licensed nurse with unit discharge procedures.			X
3.	Assist licensed nurse with unit transfer procedures.			X
4.	Record personal property inventory.			X
	Special Procedures Related to Hygiene			
1.	Apply anti-embolism elastic stockings.			X

Health Occupations Competencies

Nurse Aide
Model 2

Special Procedures Related to Mobiliy/Immobility	Direct Pt Care	Long Term Care (clinical)	Hospital Aide (clinical)
1. Assist resident/patient in standing.	X	X	X
2. Position resident/patient in correct body alignment.	X	X	X
3. Use techniques which help prevent pressure sores.	X	X	X
4. Direct active range of motion exercises.	X	X	X
5. Assist resident in walker use.	X	X	X
6. Assist resident in walking.	X	X	X
7. Perform passive range of motion exercises.	X	X	X
8. Transfer resident/patient using assistance.	X	X	X
9. Transport resident/patient by proper equipment.	X	X	X

Special Procedures Related to Elimination	Direct Pt Care	Long Term Care (clinical)	Hospital Aide (clinical)
1. Assists resident/patient with bladder/ bowel training.			X*
2. Assist resident/patient with elimination needs.			X
3. Observe and maintain closed urinary drainage system.			X
4. Prepare and give enema.			X
5. Demonstrate care for incontinent resident.			X

Health Occupations Competencies

Nurse Aide

Model 2

	Direct Pt Care	Long Term Care (clinical)	Hospital Aide (clinical)
Special Procedures Related to Specimen Collection			
1. Collect urine and feces specimens as instructed.		X	
Special Procedures Related to Diagnostic Testing			
1. Measure and record temperature, pulse, respiration and blood pressure.	X	X	
2. Measure and record weight.	X	X	
(3. Test urine for glucose and ketones.)			
Special Procedures Related to Hot and Cold			
1. Assist with local applications of warmth and cold.			
Special Procedures - Miscellaneous			
1. Assists licensed nurse with unit pre and post operative care.			X*
2. Provides care for acutely ill patients.			X*
3. Provides care for children and new mothers.			X*
4. Identify five steps of approaching death or reactions to approaching death.	X	X	X
5. Explain procedures for post-mortem care.	X	X	X
6. Identify the physical signs of approaching death.	X	X	X

Health Occupations Competencies

Nurse Aide

Model 2

Special Procedures - Miscellaneous	Direct Pt Care	Long Term Care (clinical)	Hospital Aide (clinical)
7. Demonstrate physical measures for the dying resident/ patient.	X	X	X
Leadership			
1. Follow directions.	X		
2. Participate in a discussion.	X		
3. Utilize time effectively.	X		
4. Prioritize series of tasks.	X		
5. Define goals.	X		
6. Work effectively with others.	X		
7. Listen effectively.	X		
8. Facilitate group interaction.	X		
9. Recognize conflict situations.	X		
10. Adapt to environment/situation.	X		
11. Speak efficiently in front of others.	X		
Job Getting, Job Keeping			
1. Identify requirements for a job.	X		
2. Complete required forms.	X		
3. Write application letter.	X		

Health Occupations Competencies

Nurse Aide
Model 2

Job Getting, Job Keeping	Direct Pt Care	Long Term Care (clinical)	Hospital Aide (clinical)
4. Evaluate job offer.	X		
5. Interact with others in a courteous and tactful manner.	X		
6. Cooperate with others.	X		
7. Accept individual differences.	X		
8. Respect the property of others.	X		
9. Organize thoughts and clearly express point of view.	X		
10. Organize thoughts and write clearly.	X		
11. Exhibit dependability.	X	X	X
12. Demonstrate punctuality.	X	X	X
13. Ask for help when needed.	X	X	
14. Accept new challenges.	X	X	
15. Accept supervision willingly.	X	X	
16. Discuss the necessity of flexibility related to change.	X	X	
17. Manage time effectively.	X	X	
18. Follow rules and regulations.	X	X	
19. Produce quality work.	X	X	
20. Work within guidelines.	X	X	

Health Occupations Competencies

Nurse Aide

Model 2

		Direct Pt Care	Long Term Care (clinical)	Hospital Aide (clinical)
	Job Getting, Job Keeping			
21.	Take responsibility for mistakes and/or good work.		X	X
22.	Comply with safety and health rules.		X	X
23.	Utilize equipment correctly.		X	X
24.	Maintain clean and orderly work area.		X	X
25.	Demonstrate personal hygiene and cleanliness.		X	X
26.	Adapt to change/demonstrates flexibility.		X	X
27.	Follow policies and procedures.		X	X
28.	Explain the purpose of performance evaluations.		X	X
	Entrepreneurship			
1.	Explain types of health care business organizations.	X		
2.	Recognize relevant, legal and ethical issues in the health care industry.	X		

Health Occupations Competencies

Nurse Aide

Model 2

Direct Pt Care	Long Term Care	Hospital Aide
	(clinical)	(clinical)

Emergency Care Program Competencies

HEALTH OCCUPATIONS COMPETENCIES

Emergency Care
Model 1

	Principles for First Aid	First Responder	EMT-A
Health Careers			
1. Define the role and responsibility of the EMT-A.			X
Body Structure and Function (Anatomy and Physiology)			
1. Identify and define basic body structure, function and related medical terminology.	X	X	X
Communication			
1. Record and report patient information systematically.	X	X	X
2. Report suspected dependent adult and child abuse.			X
Emergency Services			
1. Perform basic life support according to America Heart Standards/Red Cross (Module C).	X	X	X
2. Assess bleeding (external and/or internal) and provide pressure, pressure points, tourniquet, splints and ice, elevation and PASG).			X
3. Assess, prevent and provide basic emergency care to the shock patient.			X

HEALTH OCCUPATIONS COMPETENCIES

Emergency Care
Model 1

Emergency Services		Principles for First Aid	First Responder	EMT-A
4.	Assess and provide basic emergency care to patient with open and closed soft tissue injuries (i.e., application of sterile dressings, stabilization of impaled objects).			X
5.	Assess and provide basic emergency care to a person suspected of having open and closed fractures (i.e., application of immobilization devices).			X
6.	Assess and provide basic emergency care to the patient with head, neck and/or spine injuries (i.e., immobilization devices).			X
7.	Assess and provide basic emergency care to the patient with injuries of the chest, abdomen and/or genitalia.			X
8.	Assess and provide basic emergency care to the patient with medical emergencies (i.e., heart, abdominal, neurological, respiratory, diabetes, communicable diseases, poisoning, stings and bites, substance abuse, and emotional problems).			X
9.	Evaluate the pregnant women and provide assistance for emergency birth.		X	X
10.	Adapt assessment and provide basic emergency care to infants and children.		X	X
11.	Assess and provide basic emergency care to patients with an environmental emergency (e.g., heat, cold and water).			X

HEALTH OCCUPATIONS COMPETENCIES

Emergency Care
Model 1

Emergency Services	Principles for First Aid	First Responder	EMT-A
12. Assess and provide basic emergency care to patients involved in farm accidents.			X
13. Provide triage in emergency situations/ disasters and prioritize for transport.			X
14. Position, lift and move emergency patient efficiently and safely.			X
15. Identify the psychological aspects of emergency care (e.g., communication skills, stress, crisis intervention, disruptive patients/bystanders, sudden death, etc.).			X
16. Extricate, stabilize, package and transport an emergency patient.			X
17. Maintain and operate emergency vehicles.			X

Special Procedures

Special Procedures Related to Admission, Transfer, Discharge

1. Perform initial patient assessment and evaluation (primary and secondary survey) using diagnosis signs and symptoms (i.e., determine level of consciousness; assess airway, breathing and circulation; measure and record vitals; assess pupil reaction; and assess neurological status).			X

HEALTH OCCUPATIONS COMPETENCIES

Emergency Care
Model 1

	Principles for First Aid	First Responder	EMT-A
Special Procedures Related to Respiratory			
1. Demonstrate the use of mechanical aids to provide effective ventilation (i.e., airway adjuncts, oral suctioning and administration of oxygen by proper delivery systems).		X	
Leadership			
1. Follow directions.	X	X	X
2. Participate in a discussion.	X	X	X
3. Utilize time effectively.	X	X	X
4. Prioritize series of tasks.	X	X	X
5. Define goals.	X	X	X
6. Work effectively with others.	X	X	X
7. Listen effectively.	X	X	X
8. Adapt to environment/situation.	X	X	X
9. Delegate duties.	X	X	X
10. Recognize and handle conflict.	X	X	X
Job Getting, Job Keeping			
1. Identify requirements for a job.	X	X	X
2. Complete required forms.	X	X	X

HEALTH OCCUPATIONS COMPETENCIES

Emergency Care
Model 1

Job Getting, Job Keeping	Principles for First Aid	First Responder	EMT-A
3. Write application letter.	X	X	X
4. Evaluate job offer.	X	X	X
5. Interact with others in a courteous and tactful manner.	X	X	X
6. Cooperate with others.	X	X	X
7. Accept individual differences.	X	X	X
8. Respect the property of others.	X	X	X
9. Organize thoughts and clearly express point of view.	X	X	X
10. Organize thoughts and writes clearly.	X	X	X
11. Exhibit dependability.	X	X	X
12. Demonstrate punctuality.	X	X	X
13. Ask for help when needed.	X	X	X
14. Accept new challenges.	X	X	X
15. Accept supervision willingly.	X	X	X
16. Discuss the necessity of flexibility related to change.	X	X	X
17. Manage time effectively.	X	X	X
18. Follow rules and regulations.	X	X	X

HEALTH OCCUPATIONS COMPETENCIES

Emergency Care
Model 1

	Job Getting, Job Keeping	Principles for First Aid	First Responder	EMT-A
19.	Produce quality work.	X	X	X
20.	Work within guidelines.	X	X	X
21.	Take responsibility for mistakes and/or good work.	X	X	X
22.	Comply with safety and health rules.	X	X	X
23.	Utilize equipment correctly.	X	X	X
24.	Maintain clean and orderly work area.	X	X	X
25.	Demonstrate personal hygiene and cleanliness.	X	X	X
26.	Adapt to change/demonstrates flexibility.	X	X	X
27.	Follow policies and procedures.	X	X	X

HEALTH OCCUPATIONS COMPETENCIES

Emergency Care Model 2

Emergency Care
Model 2

Health Careers	Principles for Health	First Responder	EMT-A
1. Define the role and responsibility of the EMT-A.			X
Body Structure and Function (Anatomy and Physiology)			
1. Identify and define basic body structure, function and related medical terminology.	X	X	X
Communication			
1. Record and report patient information systematically.	X	X	X
2. Report suspected dependent adult and child abuse.			X
Emergency Services			
1. Perform basic life support according to America Heart Standards/Red Cross (Module C).	X	X	X
2. Assess bleeding (external and/or internal) and provide pressure, pressure points, tourniquet, splints and ice, elevation and PASG).			X
3. Assess, prevent and provide basic emergency care to the shock patient.			X

HEALTH OCCUPATIONS COMPETENCIES

Emergency Care
Model 2

	Emergency Services	Principles for Health	First Responder	EMT-A
4.	Assess and provide basic emergency care to patient with open and closed soft tissue injuries (i.e., application of sterile dressings, stabilization of impaled objects).			X
5.	Assess and provide basic emergency care to a person suspected of having open and closed fractures (i.e., application of immobilization devices).			X
6.	Assess and provide basic emergency care to the patient with head, neck and/or spine injuries (i.e., immobilization devices).			X
7.	Assess and provide basic emergency care to the patient with injuries of the chest, abdomen and/or genitalia.			X
8.	Assess and provide basic emergency care to the patient with medical emergencies (i.e., heart, abdominal, neurological, respiratory, diabetes, communicable diseases, poisoning, stings and bites, substance abuse, and emotional problems).			X
9.	Evaluate the pregnant women and provide assistance for emergency birth.		X	X
10.	Adapt assessment and provide basic emergency care to infants and children.		X	X
11.	Assess and provide basic emergency care to patients with an environmental emergency (e.g., heat, cold and water).			X

HEALTH OCCUPATIONS COMPETENCIES

Emergency Care
Model 2

	Principles for Health	First Responder	EMT-A
Emergency Services			
12. Assess and provide basic emergency care to patients involved in farm accidents.			X
13. Provide triage in emergency situations/ disasters and prioritize for transport.			X
14. Position, lift and move emergency patient efficiently and safely.			X
15. Identify the psychological aspects of emergency care (e.g., communication skills, stress, crisis intervention, disruptive patients/bystanders, sudden death, etc.).			X
16. Extricate, stabilize, package and transport an emergency patient.			X
17. Maintain and operate emergency vehicles.			X
Special Procedures Special Procedures Related to Admission, Transfer, Discharge			
1. Perform initial patient assessment and evaluation (primary and secondary survey) using diagnosis signs and symptoms (i.e., determine level of consciousness; assess airway, breathing and circulation; measure and record vitals; assess pupil reaction; and assess neurological status).			X

HEALTH OCCUPATIONS COMPETENCIES

Emergency Care
Model 2

Special Procedures	Principles for Health	First Responder	EMT-A
Special Procedures Related to Respiratory Care			
1. Demonstrate the use of mechanical aids to provide effective ventilation (i.e., airway adjuncts, oral suctioning and administration of oxygen by proper delivery systems).			X
Leadership			
1. Follow directions.	X	X	X
2. Participate in a discussion.	X	X	X
3. Utilize time effectively.	X	X	X
4. Prioritize series of tasks.	X	X	X
5. Define goals.	X	X	X
6. Work effectively with others.	X	X	X
7. Listen effectively.	X	X	X
8. Adapt to environment/situation.	X	X	X
9. Delegate duties.	X	X	X
10. Recognize and handle conflict.	X	X	X

HEALTH OCCUPATIONS COMPETENCIES

Emergency Care
Model 2

Job Getting, Job Keeping	Principles for Health	First Responder	EMT-A
1. Identify requirements for a job.	X	X	X
2. Complete required forms.	X	X	X
3. Write application letter.	X	X	X
4. Evaluate job offer.	X	X	X
5. Interact with others in a courteous and tactful manner.	X	X	X
6. Cooperate with others.	X	X	X
7. Accept individual differences.	X	X	X
8. Respect the property of others.	X	X	X
9. Organize thoughts and clearly express point of view.	X	X	X
10. Organize thoughts and write clearly.	X	X	X
11. Exhibit dependability.	X	X	X
12. Demonstrate punctuality.	X	X	X
13. Ask for help when needed.	X	X	X
14. Accept new challenges.	X	X	X
15. Accept supervision willingly.	X	X	X
16. Discuss the necessity of flexibility related to change.	X	X	X

HEALTH OCCUPATIONS COMPETENCIES

Emergency Care
Model 2

	Job Getting, Job Keeping	Principles for Health	First Responder	EMT-A
17.	Manage time effectively.	X	X	X
18.	Follow rules and regulations.	X	X	X
19.	Produce quality work.	X	X	X
20.	Work within guidelines.	X	X	X
21.	Take responsibility for mistakes and/or good work.	X	X	X
22.	Comply with safety and health rules.	X	X	X

Practical Nursing Program Competencies

HEALTH OCCUPATIONS COMPETENCIES

Practical Nursing

	Fundamentals of Pt Care	Body Structure and Function	Geriatric Nursing
Health Care Delivery System			
1. Assist in referral of patients/residents/clients to other health care staff or related agencies.			
Health Promotion and Wellness			
1. Demonstrate awareness of wellness and promote these concepts in providing input into the nursing care plan.	X		X
Ethical/Legal			
1. Demonstrate ethical and legal practices when performing all aspects of nursing care.	X		X
2. Respects the resident/patient rights and does procedures/interactions in compliance with these rights.	X		X
3. Identifies own potential and limitations and accepts responsibility for own actions.	X		X
4. Follow policies of the employing institution.			X
Body Structure and Function			
1. List the body systems and the major functions of each.	X	X	X
2. Differentiate between cell, tissue, organ, and systems and the common diseases that affect each.	X	X	X

HEALTH OCCUPATIONS COMPETENCIES

Practical Nursing

	Fundamentals of Pt Care	Body Structure and Function	Geriatric Nursing
Body Structure and Function			
3. Describe the body's line of defense against disease.	X	X	X
4. Define, pronounce, and spell common medical abbreviations.			
Safety			
1. Perform treatments per physician/nursing orders, CDC precautions.	X		X
2. Provide and maintain a safe environment for patient/resident.	X		X
3. Perform hand washing and gloving as prescribed in CDC guidelines.	X		X
4. Use resident/patient siderails/restraints to protect the resident/patient as ordered.			X
5. Protect self and patient/resident/client by using proper body mechanics during delivery of nursing care.	X		X
Communication			
1. Utilize effective verbal communication skills.	X		X
2. Demonstrates the ability to report and record accurately, concisely and within legal guidelines the observations made and the actions taken.	X		X
3. Transcribe physician orders.			X

HEALTH OCCUPATIONS COMPETENCIES

Practical Nursing

Communication	Fundamentals of Pt Care	Body Structure and Function	Geriatric Nursing
4. Using basic nursing concepts and communications with the health care team to update patient/resident's current care plan.			X
5. Provide patient/resident nursing care by utilizing the formulated care plan.			X
Interactions			
1. Use nursing procedures/skills as an opportunity to interact with patients/residents/clients and health care team.	X		
2. Values cultural identity of self and others.			X
3. Assist in assessing the patients/clients/resident's physical mental/emotional/psychological condition.	X		
4. Use observational skills to assist in identifying changes in patients/residents/physical/mental health status.	X		
5. Assist in planning for nursing care.	X		
6. Utilize information from the interdisciplinary team in providing input into the health care plan.			X
7. Support and reinforce the established education plan for the patient/resident/family.	X		
8. Collaborate with the health care team or other agencies in modifying care plans recognizing client/patient/resident responses to treatment.	X		

HEALTH OCCUPATIONS COMPETENCIES

Practical Nursing

Emergency Services	Fundamentals of Pt Care	Body Structure and Function	Geriatric Nursing
1. Perform CPR	X		X
2. Identify and treat obstructed airway.			X
3. Use seizure precautions when caring for potential seizure patients/residents.			X
4. Assess and administer first aid in an emergency.	X		X
Personal Hygiene			
1. Assist the resident/patient with personal care/hygiene.	X		X
Special Procedures			
Special Procedures Related to Admission, Transfer, Discharge			
1. Admit, transfer and discharge resident/patient/clients.	X		X
Special Procedures Related to Hygiene			
1. Apply elastic stockings.	X		X
2. Provide pressure sore care (examples, decubitus pads, alternating pressure mattress, sheepskin, bed cradle).	X		X

HEALTH OCCUPATIONS COMPETENCIES

Practical Nursing

Special Procedures	Fundamentals of Pt Care	Body Structure and Function	Geriatric Nursing
Special Procedures Related to Mobility/Immobility			
1. Provide activity level as prescribed.			X
2. Care for patients/residents with casts, in traction, on specially ordered beds.			X
3. Ambulate patient/resident as prescribed.	X		X
Special Procedures Related to Nutrition			
1. Provide tube feedings.			X
2. Irrigate NG tubes (use precautions).			X
3. Restrict or encourage fluids.			X
Special Procedures Related to Elimination			
1. Measure, describe and record fluid intake and output.		X	X
2. Insert, irrigate and remove foley catheters.			X
3. Administer cleansing, retention and diagnostic enemas.			X
4. Maintain drainage devices and systems.			X
5. Irrigate colostomies and provide ostomy care as needed.			X

HEALTH OCCUPATIONS COMPETENCIES

Practical Nursing

Special Procedures	Fundamentals of Pt Care	Body Structure and Function	Geriatric Nursing
Special Procedures Related to Specimen Collection			
1. Collect and label body specimen.		X	X
Special Procedures Related to Diagnostic Testing			
1. Obtain and record vitals—including apical pulse.	X	X	X
2. Obtain and record height and weight.	X	X	X
3. Perform a blood glucose (capillary).			X
4. Prepare patient/resident for diagnostic procedures (for example radiographs, laboratory tests, proctoscopy, lumbar puncture, bone marrow, EKG).			X
Special Procedures Related to Diagnostic Procedures			
1. Assist the physician with the physical examination.			X
Special Procedures Related to Administration of Medications			
1. Administer medications safely, utilizing knowledge and skills, according to the physician's order.		X	X
2. Accurately calculate drug dosages.			X
3. Administer liquid and solid medications, orally, rectally, topically interdermally, IM, Sub Q, in the eye, ear and nose.			X

HEALTH OCCUPATIONS COMPETENCIES

Practical Nursing

Special Procedures	Fundamentals of Pt Care	Body Structure and Function	Geriatric Nursing
Special Procedures Related to Administration of Medications			
4. Add non-medicated IV solutions, regulate and discontinue IVs.			X
Special Procedures Related to Wound Care			
1. Provide wound care, irrigation, change sterile and unsterile dressings.			X
Special Procedures Related to Hot and Cold			
1. Apply hot and cold therapies, sterile and unsterile, including sitz baths.	X		X
2. Assist the resident/patient with whirlpool bath.			X
Special Procedures Related to Respiratory Care			
1. Administer oxygen.			X
2. Provide tracheostomy care including suctioning as needed.			X
3. Perform nasopharyngeal suctioning as needed.			X
4. Implement restorative treatment as prescribed.			X
5. Provide pre and post operative care according to care plan.			X
6. Utilize the appropriate resources to evaluate client/resident/ patient responses to nursing care, treatments and medication.			X

HEALTH OCCUPATIONS COMPETENCIES

Practical Nursing

Leadership	Fundamentals of Pt Care	Body Structure and Function	Geriatric Nursing
1. Follow directions.	X	X	X
2. Participate in a discussion.	X	X	X
3. Utilize time effectively.	X	X	X
4. Prioritize series of tasks.	X	X	X
5. Define goals.	X	X	X
6. Work effectively with others.	X	X	X
7. Listen effectively.	X	X	X
8. Facilitate group interaction.	X	X	X
9. Adapt to environment/situation.	X	X	X
10. Speak efficiently in front of others.	X	X	X
11. Lead a discussion.	X	X	X
12. Organize an event.	X	X	X
13. Delegate duties.	X	X	X
14. Deal with conflict.	X	X	X
15. Recognize and handle conflict.	X	X	X
Job Getting, Job Keeping			
1. Identify requirements for a job.	X	X	X
2. Complete required forms.	X	X	X
3. Write application letter. Job Getting, Job Keeping	X	X	X

HEALTH OCCUPATIONS COMPETENCIES

Practical Nursing

	Fundamentals of Pt Care	Body Structure and Function	Geriatric Nursing
4. Evaluate job offer.	X	X	X
5. Interact with others in a courteous and tactful manner.	X	X	X
6. Cooperate with others.	X	X	X
7. Accept individual differences.	X	X	X
8. Respect the property of others.	X	X	X
9. Organize thoughts and clearly express point of view.	X	X	X
10. Organize thoughts and writes clearly.	X	X	X
11. Exhibit dependability.	X	X	X
12. Demonstrate punctuality.	X	X	X
13. Ask for help when needed.	X	X	X
14. Accept new challenges.	X	X	X
15. Accept supervision willingly.	X	X	X
16. Discuss the necessity of flexibility related to change.	X	X	X
17. Manage time effectively.	X	X	X
18. Follow rules and regulations.	X	X	X
19. Produce quality work.	X	X	X
20. Work within guidelines.	X	X	X
21. Take responsibility for mistakes and/or good work.	X	X	X

HEALTH OCCUPATIONS COMPETENCIES

Practical Nursing

		Fundamentals of Pt Care	Body Structure and Function	Geriatric Nursing
	Job Getting, Job Keeping			
22.	Comply with safety and health rules.	X	X	X
23.	Utilize equipment correctly.	X	X	X
24.	Maintain clean and orderly work area.	X	X	X
25.	Demonstrate personal hygiene and cleanliness.	X	X	X
26.	Adapt to change/demonstrates flexibility.	X	X	X
27.	Follow policies and procedures.	X	X	X
28.	Explain the purpose of performance evaluations.	X	X	X
29.	Manage time and regulations.	X	X	X
	Entrepreneurship			
1.	Explain the relationship of the government and health care industry.	X	X	X
2.	Analyze the concept of supply and demand for health care industry.	X	X	X
3.	Explain the concept of organized labor and the health care industry.	X	X	X
4.	Explain the concept of profit as it relates to health care industry.	X	X	X

*Identifies competencies not validated by TAC Committee but required

Sample Student Profiles

General HOE

Nurse Aide

Emergency Care

Practical Nursing

HEALTH OCCUPATIONS COMPETENCIES

General HOE

Directions: Evaluate the student by checking the appropriate number to indicate the degree of competence.

4 Prepared to perform competency independently
3 Prepared to perform competency with supervision/assistance
2 Not prepared to perform competency
1 No exposure - no clinical experience or knowledge in this area

Health Care Delivery System

	4	3	2	1
1. Identify the basic components of the health care delivery system.				
2. Explain the types of health care and identify the major types of health care facilities.				
3. Explain the major advances that transformed health care in the 19th and 20th centuries.				
4. Identify new developments which affect future health care.				
5. Define health and wellness.				
6. Define illness and its impact on the whole person/family.				
7. Explain the organizational structure of typical community health care delivery systems.				

Health Care Delivery System

	4	3	2	1
8. Identify criteria useful in choosing health care products or services.				
9. Define the concept of hospice treatment.				

Health Careers

	4	3	2	1
1. Define the major characteristics of each of the following career opportunities (and associated laws) that monitor the quality and effectiveness of the health care delivery system: dental services; diagnostic services; mental health services; nursing and nursing related services; ophthalmic services; rehabilitation services; therapeutic services; emergency medical services; health information and communication; physicians and medically related services; medical instrumentation; environmental services; animal health services; and mortuary services.				

Entrepreneurship

1. List health care planning agencies and services available at local, state, national and international levels.				
2. Identify the opportunities for entrepreneurship in the health care delivery system.				

Instructor ______________________________

Student ______________________________

Gender __________________ Ethnic __________________

Date __________________

HO-176

HEALTH OCCUPATIONS COMPETENCIES

Nurse Aide

Directions: Evaluate the student by checking the appropriate number to indicate the degree of competence.

4 Prepared to perform competency independently
3 Prepared to perform competency with supervision/assistance
2 Not prepared to perform competency
1 No exposure - no clinical experience or knowledge in this area

Health Care Delivery System

	4	3	2	1
1. Describes various types of care facilites.				
2. Differentiates between various types of health care facilities and their administrative structure.				
3. Identifies the relationship between various governmental and private agencies that provide guidelines for resident/ patient care.				
4. Identifies roles of various health care personnel within facilities especially the role of the nurse aide.				
5. Compares the organization of acute care with long term care.				
6. Compares the health professionals role in acute care setting with their role in long term care.				

Health Promotion and Wellness

		4	3	2	1
1.	Identify basic human emotional needs.				
2.	Encourage resident/patients to be as independent as possible				
3.	Identify basic changes in normal growth and development and apply in care situations.				
4.	Identify ways of meeting emotional needs of the resident.				

Entrepreneurship

		4	3	2	1
1.	Explain types of health care business organizations.				
2.	Recognize relevant, legal and ethical issues in the health care industry.				

Instructor ______________________________

Student ______________________________

Gender ________________ Ethnic ________________

Date ________________

HEALTH OCCUPATIONS COMPETENCIES

Practical Nursing

Directions: Evaluate the student by checking the appropriate number to indicate the degree of competence.

4 Prepared to perform competency independently
3 Prepared to perform competency with supervision/assistance
2 Not prepared to perform competency
1 No exposure - no clinical experience or knowledge in this area

Health Care Delivery System	4	3	2	1
1. Assist in referral of patients/residents/clients to other health care staff or related agencies.				

Health Promotion and Wellness				
1. Demonstrate awareness of wellness and promote these concepts in providing input into the nursing care plan.				

Ethical/Legal				
1. Demonstrate ethical and legal practices when performing all aspects of nursing care.				
2. Respects the resident/patient rights and does procedures/interactions in compliance with these rights.				
3. Identifies own potential and limitations and accepts responsibility for own actions.				
4. Follow policies of the employing institution.				

Body Structure and Function

	4	3	2	1
1. List the body systems and the major functions of each.				
2. Differentiate between cell, tissue, organ and systems and the common diseases that affect each.				

Entrepreneurship

1. Explain the relationship of the government and health care industry.				
2. Analyze the concept of supply and demand for health care industry.				
3. Explain the concept of organized labor and the health care industry.				
4. Explain the concept of profit as it relates to health care industry.				

Instructor ______________________________

Student ______________________________

Gender ____________________ Ethnic ____________________

Date ____________________

HEALTH OCCUPATIONS COMPETENCIES

Emergency Care

Model 1

Directions: Evaluate the student by checking the appropriate number to indicate the degree of competence.

4 Prepared to perform competency independently
3 Prepared to perform competency with supervision/assistance
2 Not prepared to perform competency
1 No exposure - no clinical experience or knowledge in this area

Health Careers

	4	3	2	1
1. Define the role and responsibility of the EMT-A.				

Body Structure and Function
(Anatomy and Physiology)

1. Identify and define basic body structure, function and related medical terminology.				

Communication

1. Record and report patient information systematically.				
2. Report suspected dependent adult and child abuse.				

Emergency Services

	4	3	2	1
1. Perform basic life support according to America Heart Standards/Red Cross (Module C).				
2. Assess bleeding (external and/or internal) and provide pressure, pressure points, tourniquet, splints and ice, elevation and PASG).				
3. Assess, prevent and provide basic emergency care to the shock patient.				
4. Assess and provide basic emergency care to patient with open and closed soft tissue injuries (i.e., application of sterile dressings, stabilization of impaled objects).				
5. Assess and provide basic emergency care to a person suspected of having open and closed fractures (i.e., application of immobilization devices).				

Instructor ________________________________

Student ________________________________

Gender ____________________ Ethnic ____________________

Date ____________________

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Health Occupations Education
Nurse Aide Competencies

Summary Sheet - Skills Checklist

Name ________________________________

Skills *	Date Satis-factory	Return Demonstration Needs More Practice	No Opportunity	Instruc-tor's Initials
1. Handwashing Technique				
2. Making Closed and Open Bed				
3. Making Occupied Bed				
4. Safely Applying Restraints				
5. Safely Using Mechanical Lifts				
6. Lifting/Moving a Resident in Bed				
7. Moving Resident from Bed to Chair				
8. Positioning Resident in Bed				
9. Ambulation				
10. Range of Motion				

*If Satisfactory or Unsatisfactory, use date

HO-183

Skills *	Return Demonstration Date Satisfactory	Needs More Practice	No Opportunity	Instructor's Initials
11. Assisting with Oral Hygiene Needs				
A. Conscious Resident				
B. Denture Care				
C. Unconscious Resident				
12. Complete Bed Bath				
13. Providing Perineal Care				
14. Whirlpool Bath				
15. Tub Bath				
16. Nail Care				
17. Shampooing Hair				
18. Shaving a Resident With an Electric Razor				
19. Giving Male Resident Urinal				
20. Assisting Resident with Bedpan/ Commode				

*If Satisfactory or Unsatisfactory, use date

Skills *	Return Demonstration Date Satisfactory	Needs More Practice	No Opportunity	Instructor's Initials
21. Feeding a Resident				
22. Conscious/Unconscious Choking Victim				
23. Vital- TPR				
A. Mercury Thermometer—oral				
B. Mercury Thermometer—rectal				
C. Electronic Thermometer—oral				
D. Electronic Thermometer—rectal				
E. Pulse and Respiration				
24. Blood Pressure				
25. Obtain Height and Weight				
26. Intake/Output				
27. Routine Urine Sample				
28. Routine Stool Specimen				

*If Satisfactory or Unsatisfactory, use date

HO-185

Skills *	Date Satis-factory	Return Demonstration Needs More Practice	No Opportunity	Instruc-tor's Initials
29. Enemas				
30. Catheter Care/Emptying Drainage Bag				
31. Hot/Cold Application				
32. Postmortem Care				

Instructor ______________________________

Date ____________________

Gender __________________ Ethnic ____________________

*If Satisfactory or Unsatisfactory, use date

Vocational Student Organizations

Vocational-technical educators have long recognized the importance of providing students personal and professional leadership development competencies that complement the job specific knowledge and skills needed for entry and successful progression in a particular career field. The vocational student organization (VSO) has evolved as the instructional strategy to provide students with personal and professional leadership development. The ten (10) national vocational student organizations that are recognized by the United States Department of Education are:

Business Professionals of America
DECA - Delta Epsilon Chi
Future Business Leaders of America - Phi Beta Lambda
National FFA Organization
Future Homemakers of America
Health Occupations Students of America
National Postsecondary Agricultural Student Organization
National Young Farmers Education Association
Technology Student Association
Vocational Industrial Clubs of America

Vocational student organizations (VSOs) provide a unique program of career and leadership development, motivation, and recognition for middle/junior high, secondary, postsecondary, adult and collegiate students enrolled in vocational-technical education programs. The VSO is a powerful instructional tool that works best when integrated into the vocational-technical curriculum.

VSOs Reinforce Workplace Basics

While employers say that the most important skills for any employee are the "basics"--reading, writing and arithmetic, they want much more. In addition to the vocational skills needed for entry level employment and advancement, employers express the need for a workforce that is capable of:

- knowing how to learn
- reading, writing and computation
- communicating effectively
- creative thinking and problem solving
- personal management
- group effectiveness
- setting personal and career priorities

Active participation in a VSO helps students achieve these characteristics making them more attractive to employers, and better able to compete in the market place for success in their chosen careers.

The VSO: An Instructional Strategy

VSOs are extremely effective "instructional tools" when used properly. VSO activities are integral to vocational-technical education and most effective when they:

a. are strategies used to develop, improve, and expand occupational competencies increasing the relevance of instruction;

b. are an extension of the classroom and laboratory instructional program which enriches and enhances student learning;

c. provide organized activities for students to gain personal and leadership knowledge and skill making them more employable and preparing them to assume positive roles in the home and community;

d. demonstrate goals and purposes which parallel the philosophy of vocational-technical education and its service areas within the program;

e. provide realistic learning experiences in an organized program which are directly related to the preparation of individuals for employment in careers and preparation for their role as family members and citizens.

The VSO Chapter - Developing Leadership Competencies

Early studies determined that leadership at secondary and postsecondary levels was "predictive of later leadership in adult business and social activities." It was further found "that leadership in student led activity was more highly related to various criteria for adult success than were scholarship or academic achievement" (Base, 1981). The VSO chapter is not intended to replace the classroom or laboratory, but rather to supplement them, thus providing students the opportunity to develop leadership competencies in addition to the knowledge and skills they are learning in their vocational-technical education program.

Integrating Competitive Events into the Educational Program

Most VSOs offer a competitive events program. The competitive events program has several purposes. Among them are:

- motivate students
- assist students in developing confidence in themselves and their occupational knowledge and skills
- develop self esteem
- refine occupational knowledge and skills
- develop individual and group leadership skills

The competitive events program of the VSO is an effective instructional tool to achieve the above and as a result, help students be more effective in their chosen career field. Competition is the means by which these goals are achieved, not the end or sole purpose of the activity. Likewise, the medallion, plaque or trophy the student might win is an added incentive, but not the purpose of the competition.

Competitive events can also help vocational education programs attract more students to their respective career fields, as well as encourage excellence in individual and team performance. Classroom and laboratory grades alone will not always motivate the student to give her or his very best and or achieve in their chosen career.

Competition also prepares vocational students for a highly competitive and demanding workforce. Graduates from vocational programs must have a competitive spirit if they are to advance within their chosen career fields. VSO members will have the opportunity to gain this "competitive edge" if they have participated in the competitive events program sponsored by the ten vocational student organizations. In the tradition of the Olympics, "you get the best from yourself when you give the best of yourself."

Summary

All students enrolled in a vocational-technical education program may also be actively involved in their respective VSO. To achieve this goal it is essential that vocational-technical instructors and school administrators understand the nature and purpose of the VSO. The VSO can greatly enhance the ability of the graduate of the vocational program to enter and advance in employment, as well as be a productive member of society. As a result, the vocational-technical education instructor should plan to integrate the VSO into the curriculum as it is being planned and developed.

Health Occupations Students Of America

Health Occupations Students of America (HOSA) is a national organization for secondary and postsecondary vocational students enrolled in Health Occupations Education (and pre-vocational health occupations programs). The activities of HOSA are an integral part of the instructional program that provides occupational skills as well as leadership skills. HOSA was officially formed in November 1976, and comprises state associations organized under the auspices of the appropriate state education agency or other approved institution.

The mission of the Health Occupations Students of America is to enhance the delivery of compassionate, quality health care by providing opportunities for knowledge, skill and leadership development to all health occupations students; therefore helping the students to meet the needs of the health care industry. The purpose of the HOSA organization is to develop leadership and technical skill competencies through a program of motivation, awareness and recognition.

The HOSA organization functions at three levels.
Level 1 - Local Chapters

- Local HOSA members make up the local chapter
- The HOE instructor serves as the HOSA chapter advisor
- Chapter HOSA members elect local officers
- Chapter members participate in community/school, district/ regional, and state association activities, and National HOSA programs

Level 2 - State Associations

- Local chapters and chapter members join the State HOSA Association
- Representatives of local chapters (students and advisors) provide advice/direction for State HOSA Association
- State and District officers, chosen by local chapter voting delegates, provide leadership
- One or more person(s) serve as HOSA State Advisor from the Department of Education and/ or sponsoring agency/ institution
- Outstanding local chapter members represent their chapter at district, regional and state activities and chapter voting delegates conduct business of the State Association
- State association elect/select national voting delegates

Level 3 - National Level

- National HOSA is endorsed by the United States Department of Education State Assocations. affiliate with National HOSA and are classified as inactive or active state association
- Local members affiliate with National HOSA
- A representative from each state association is a member of HOSA, Inc., the corporate body.
- The HOSA, Inc., corporate body elects non-student members to the Board of Directors
- The HOSA, Inc., Board of Directors is the governing body for the Health Occupations Students of America - National Headquarters staff receives direction from the Board
- The Executive Council (comprised of the national officers) presides and conducts the business of the organization through the annual meeting of the Delegate Assembly
- State association voting delegates in the Delegate Assembly consider business of National HOSA, elect national officers at the National Conference, amend bylaws, make crucial decisions, and approve action

Conferences - State

The State Advisor's office coordinates two state conferences each year. The Fall Leadership Conference is held at the beginning of the academic year to develop leadership skills among Iowa HOSA state officers, local chapter officers and local advisors so they can conduct the business of Iowa Health Occupations Students of America.

At the Spring Leadership Conference local HOSA members have the opportunity to share experiences with other HOSA members in the State. The Conference provides a variety of educational workshops and social learning activities, and provides the opportunity for members to compete in the competitive events program. Members have input at the annual business meeting through representatives to the House of Delegates. Students have the opportunity to challenge themselves and compare their leadership skills and skill development with those of their peers through the competitive events program. There are four categories of events, each with several events, in which students can compete: Health Occupations Related Skills, Health Occupations Skills, Individual Leadership Skills, Team Leadership Skills.

Conferences - National

The HOSA National Leadership Conference provides an opportunity for all members to learn from and share with fellow HOSA members from all affiliated states. In addition, the top three event finalists in each competitive event are eligible to compete at the National HOSA Conference. This Conference is held each June and rotates to many cities throughout the United States.

The HOSA Basics

1. HOSA is a national vocational student organization
2. HOSA exclusively serves Health Occupations Education
3. HOSA is an integral part of the HOE instructional program
4. HOSA develops leadership and team building skills
5. HOSA encourages civic and social responsibility
6. HOSA provides a National Competitive Events Program
7. HOSA pays its own way
8. The HOSA Motto is: "The Hands of HOSA Mold the Health of Tomorrow"
9. HOSA's tagline is: "HOE and HOSA - A Healthy Partnership!"
10. HOSA is 100% HEALTH CARE!

For Further Information

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Model Programs
for
Home Economics

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CHAPTER V

Model Programs

Overview

This chapter gives an overview of the philosophy of Home Economics Education. National and state visions will impact local philosophy. The mission and philosophy serve to guide the local home economics education programs; generally the rationale for existence and the program purposes are embedded within the philosophy.

The Schematic Delivery Model outlines the flow of Home Economics Education Programs in the State of Iowa. The vocational standards mandate Family and Consumer Sciences Education for grades seven and eight. In grades 9-12 home economics education is one of the six vocational service areas. Within the secondary structure there are two categories of instructional programs: Home Economics Occupations Programs and Family and Consumer Sciences. Upon high school graduation, a student may be prepared for employment and/or work of the family as well as for post-secondary education. This might include specialization and/or continuing education.

A local district will create its own home economics program within the parameters of the law. This general overview provides information for local planning as districts organize programs to meet student needs.

Vision Statement

Vocational Home Economics Education empowers individuals and families across the lifespan to manage the challenges of living and working in a diverse, global society. The relationship between work and family is our unique focus.

Source: State Supervisors of Home Economics
1991 National Policy Seminar

Mission of Home Economics Education

The mission of Home Economics Education is to empower all learners with the competencies that enable them to lead productive and interconnected life roles—family member, worker, citizen, and community member.

Home Economics Education prepares males and females with the knowledge, skills, and attitudes needed for:

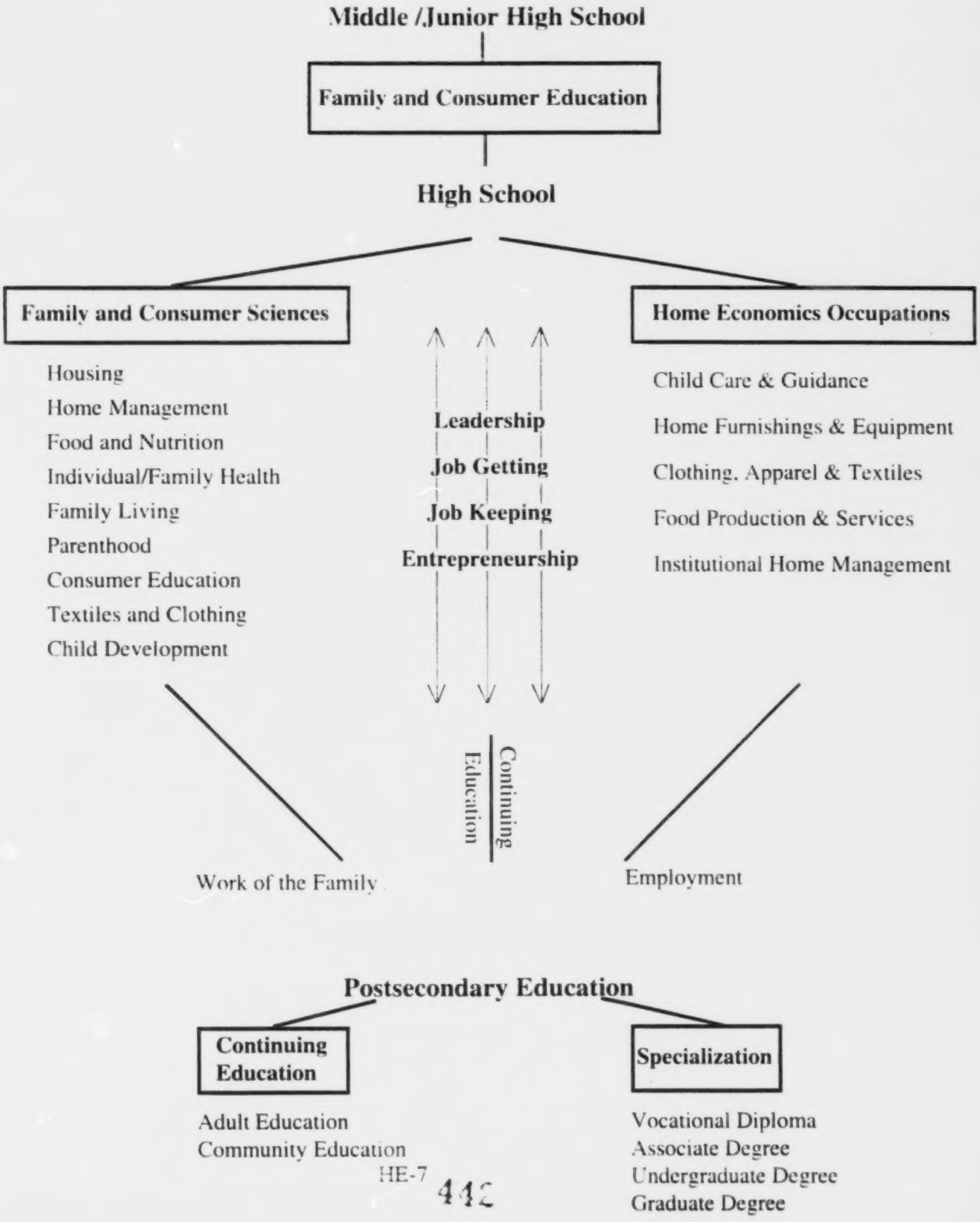
- work of the family
- balancing work and family
- home economics related occupations
- personal wellness

The goal of Home Economics Education is to strive for maintaining and enhancing a societal environment that will strengthen the quality of life for culturally diverse individual and family units within a global society.

Source: Iowa Home Economics Education
Program Management Committee
1990-91

Schematic Delivery Model

Home Economics Education



Middle /Junior High School

Family and Consumer Education

High School

Family and Consumer Sciences

- Housing
- Home Management
- Food and Nutrition
- Individual/Family Health
- Family Living
- Parenthood
- Consumer Education
- Textiles and Clothing
- Child Development

Leadership

Job Getting

Job Keeping

Entrepreneurship

Home Economics Occupations

- Child Care & Guidance
- Home Furnishings & Equipment
- Clothing, Apparel & Textiles
- Food Production & Services
- Institutional Home Management

Work of the Family

Continuing Education

Employment

Postsecondary Education

Continuing Education

- Adult Education
- Community Education

Specialization

- Vocational Diploma
- Associate Degree
- Undergraduate Degree
- Graduate Degree

Home Economics Education Programs

Home economics education programs with their emphasis on families have been part of the secondary school curriculum for over 75 years and a part of postsecondary programs since their inception. Over the years program emphases have changed to reflect the environment in which families live. From being self-sufficient units, families have become users of services provided by others. Family and Consumer Education, Family and Consumer Sciences, and Home Economics Occupations incorporate concepts from home economics to prepare students for the interconnected life roles of family member/worker/citizen/community member.

What are Home Economics Education Programs?

Home economics education programs prepare youth and adults for family life as well as for occupations based on family life skills. Competence in facilitating satisfactory family life requires knowledge and skills in the areas of individual, child, and family development; consumer and resource management; individual and family health; nutrition and food; housing and living environments; and textiles and clothing. Instruction in home economics occupations prepares student for careers in food production and service, child care and guidance, clothing, apparel and textiles, home furnishings and equipment, and institutional home management.

In Iowa, the Home Economics Education Programs include Family and Consumer Education programs in middle and junior high schools. Family and Consumer Sciences and Home Economics Occupations at both secondary and postsecondary level. The student organizations such as Future Homemakers of America and Home Economics Related Occupations (FHA/HERO) are an integral part of the program.

What are the Benefits of the Program?

Home economics is the only curriculum area that focuses entirely on practical living skills related to family life and occupations which serve to enhance the work of the family. Its ultimate aim is to improve the quality of individual and family life through development of attitudes, knowledge and skills in such areas as personal and family communication; consumer decision making including conserving limited resources; health through promoting nutritional diets and wellness; and wise clothing and housing choices. Home Economics occupational programs build on these skills as workers are prepared for service occupations. The occupational programs prepare individuals for entry level and advanced employment and for additional education.

Why are the Programs Important?

The family is an enduring institution which serves as a primary source of determining who a person is and what a person becomes. Everyone is a part of one or more families in his/her lifetime. Everyone needs practical living skills for successful family life and for work outside the family. Home economics allows learners to tie together work and family because skills and knowledge overlap both the home and the workplace, and because practical living skills used at home can be further developed for use in an occupation outside the home.

Who are Home Economics Education Teachers?

These professionals hold secondary/postsecondary/license/endorsement in consumer and homemaking education and/or occupational home economics. Consumer and homemaking professionals and some occupational home economics professionals have completed courses in family living, parenting, child development, food, nutrition, individual and family health, consumer and resource management, housing, textiles, and clothing and have completed four hundred hours of work experience in one or more home economics occupations. Other home economics occupational professionals have a major in one home economics related occupational area with appropriate work experience and education coursework while additional home economics professionals hold a provisional license/endorsement in one home economics occupational area.

Program Development

To meet the Iowa Vocational Standard, there are two basic criteria that need to be met:

1. Within the Home Economics Education service area, a district must offer and teach a minimum of three sequential units.
2. The program sequence must include one set of the minimum competencies from the Home Economics Education service area. It is expected the program will go beyond the minimum competencies.

When a local district establishes the Home Economics Education program, community and student needs guide the planning for using the competencies. The state of Iowa does not define the specific program; local autonomy is viewed as top priority in development of programs. The models in this chapter are examples only of how a Home Economics Education program may be organized; these are models that fit the state standards for vocational education.

Within the models the competencies serve as a guide for local mapping of programs. The format may serve several purposes:

1. Program Mapping

2. Accountability
    a. vocational education standards
    b. vocational evaluation
    c. competency assessment (Carl D. Perkins Vocational and Applied Technology Education Act of 1990)
    d. North Central Association evaluation
    e. Articulation

3. Curriculum Document
    a. scope and sequence
    b. guidance for program and courses
    c. unit development identification
    d. infusion standards* (refer to following page)

•CAR	Career Education
•COM	Commmunication Skills
•GLO	Global Education
•HOTS	Higher Order Thinking Skills
•L/SK	Learning Skills
•MCNS	Multicultural Nonsexist Education
•TECH	Technology

e. integration of basic skills

•FE	Free Enterprise
•LA	Language Arts
•MA	Math
•SCI	Science

The examples are intentionally basic. Some agencies will offer extensive Home Economics Education programs. In such cases, the program structure will involve additional competencies.

Glossary: Infusion Areas

Career Education: is awareness of self in relation to others and the needs of society; exploration of employment opportunities and experience in personal decision-making; and experiences which will help students to integrate work values and work skills into their lives.

Communication Skills: the primary medium of learning, the interaction of individual capacities, language functions, audiences, and communication modes of writing, reading, speaking, listening, viewing.

Global Education: an approach to learning which promotes greater understanding of the world as an interconnected aggregate of human and natural systems.

Higher Order Thinking Skills: an interactive system; actual experiences of thinking consisting of dynamic and fluid combinations of many different mental operations aimed at varied purposes and bases in knowledge and values.

Learning Skills: the appropriate employment of specific skills and behaviors leading to the successful accomplishment of simple to complex academic tasks.

Multicultural, Nonsexist Education: the planned curriculum and instruction which educates students about the cultural diversity of our society.

Technology: hardware, system, and/or network used to manipulate information electronically.

Family and Consumer Sciences

Family and Consumer Sciences programs prepare individuals for the multiple roles of homemaker and wage earner, and include content in food and nutrition; consumer education; family living and parenthood; child development and guidance; family and individual health; housing and home management; clothing and textiles.

FAMILY AND CONSUMER SCIENCES
Model One

Secondary Program
Three Sequential Units

Family and Consumer Education
Grades 7 and 8

Family and Consumer Science I
(One Semester)

Family and Consumer Science II
(One Semester)

Parents and Children
(One Semester)

Family, Food, and Society
(One Semester)

Housing and the Environment
(One Semester)

Family, Work, and Adulthood
(One Semester)

Service Area: Home Economics Education
Program: Family and Consumer Sciences
Competency List: Family and Consumer Sciences
Explanation:
1. There are no prerequisites built into this model.
2. Additional Competencies are in italics at the end of the list.

Model One

HOME ECONOMICS EDUCATION
Family and Consumer Sciences

Occupational Competencies / Course Titles ☞	FCS I	FCS II	Parents and Children	Family, Food, and Society	Housing and the Environment	Family, Work, and Adulthood	Infusion*	Academic Area**
HOUSING AND HOME MANAGEMENT								
1. Identify recent trends in housing.					✔		TECH GLO HOTS	LA
2. Explain basic financial and legal aspects of housing in various demographic situations					✔		GLO COM	LA FE
3. Evaluate housing alternatives (i.e., floor plans, structure and maintenance of a residence, safety, energy, lifestyles and populations with special needs).					✔		GLO HOTS TECH L/SK	LA
4. Examine design principles and elements.					✔		HOTS	LA MA SCI
5. Identify qualities of home furnishings and appliances (i.e., performance, safety, cost, quality, efficiency, space and cleanability).					✔		HOTS TECH	LA
6. Examine home furnishings - home management related occupations.					✔		CAR	LA FE
7. Locate and/or utilize housing, home furnishings and equipment resources for assistance.					✔		L/SK	LA
8. Demonstrate safety, sanitation, security, and first aid procedures.	✔						CAR TECH	SCI

***Infusion**

CAR	Career Education
COM	Communication Skills
GLO	Global Education
HOTS	Higher Order Thinking Skills
L/SK	Learning Skills
MCNS	Multicultural Nonsexist Education
TECH	Technology

✔ = competency development

****Academic Area**

FE	Free Enterprise
LA	Language Arts
MA	Math
SCI	Science

HOME ECONOMICS EDUCATION
Family and Consumer Sciences

Occupational Competencies / Course Titles ☞	FCS I	FCS II	Parents and Children	Family, Food, and Society	Housing and the Environment	Family, Work, and Adulthood	Infusion*	Academic Area**
9. Identify procedures in planning for expenses, saving and managing finances.		✔					HOTS CAR	FE LA
10. Use equipment and supplies with proper procedures.				✔			CAR TECH	LA SCI
11. Apply the principles of management in the home (e.g., prioritizing, planning, delegation, evaluation, time allocation, etc.)						✔	HOTS L/SK CAR	LA
FOOD AND NUTRITION								
12. Examine food related occupations.				✔			CAR	FE
13. Analyze nutritional needs and select foods for good health throughout life.				✔			HOTS CAR	SCI
14. Prepare foods from the basic food groups.				✔			TECH CAR	SCI LA SCI
15. Plan menus, prepare shopping list and purchase food.				✔			TECH HOTS L/SK	MA SCI LA
16. Plan, prepare, serve and evaluate a meal.				✔			HOTS	LA SCI
17. Utilize basic kitchen skills in food preparation and storage.				✔			TECH	SCI

***Infusion**

CAR	Career Education
COM	Communication Skills
GLO	Global Education
HOTS	Higher Order Thinking Skills
L/SK	Learning Skills
MCNS	Multicultural Nonsexist Education
TECH	Technology

✔ = competency development

****Academic Area**

FE	Free Enterprise
LA	Language Arts
MA	Math
SCI	Science

HOME ECONOMICS EDUCATION
Family and Consumer Sciences

Occupational Competencies / Course Titles	FCS I	FCS II	Parents and Children	Family, Food, and Society	Housing and the Environment	Family, Work, and Adulthood	Infusion*	Academic Area**
18. Apply the principles of sanitation, recycling and safety when working with food and equipment.				✔			GLO HOTS TECH	LA SCI
19. Analyze fad diets and eating disorders.				✔			HOTS	LA SCI
20. Identify various cultural and regional cuisines.				✔			MCNS	LA GLO
21. Locate and/or utilize food and nutrition resources.				✔			L/SK SCI	LA
INDIVIDUAL/FAMILY HEALTH								
22. Evaluate consumer health options.	✔						HOTS	LA SCI
23. Explain the basic skills necessary to maintain personal, physical, and mental health (i.e., alternative strategies in dealing with stress.)	✔						CAR	LA
24. Identify personal safety and survival skills.	✔						CAR	LA
25. Identify substance abuse, use and non-use.	✔						MCNS HOTS	LA
26. Describe procedures for prevention and control of diseases (i.e., sexually transmitted diseases and acquired immune deficiency).	✔						GLO	SCI

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HOME ECONOMICS EDUCATION
Family and Consumer Sciences

Occupational Competencies / Course Titles ☞	FCS I	FCS II	Parents and Children	Family, Food, and Society	Housing and the Environment	Family, Work, and Adulthood	Infusion*	Academic Area**
27. Identify the needs and concerns of populations with special needs.			✔				MCNS	LA
28. Examine family/individual health related occupations.	✔						CAR	LA FE
29. Locate and/or utilize family/individual health resources.	✔						L/SK	LA
FAMILY LIVING AND PARENTHOOD								
30. Analyze strategies for developing a positive self concept.	✔						MCNS HOTS CAR	LA
31. Demonstrate alternative ways of effective communications.	✔						COM	LA CAR
32. Describe ways to build good interpersonal relationships with others.	✔						CAR MCNS GLO	LA
33. Identify risks of sexual activity.	✔						CAR	SCI LA
34. Identify the ways to balance work, family and individual needs.						✔	CAR HOTS	LA
35. Identify sex-role stereotyping and means of dealing with them.						✔	MCNS CAR	LA
36. Identify types of sexual abuse and sexual harassment, and intervention options.			✔				CAR HOTS	LA

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HOME ECONOMICS EDUCATION
Family and Consumer Sciences

Occupational Competencies Course Titles	FCS I	FCS II	Parents and Children	Family, Food, and Society	Housing and the Environment	Family, Work, and Adulthood	Infusion*	Academic Area**
37. Identify and demonstrate response to family problems and crisis (i.e., co-dependency relationships).						✔	CAR GLO HOTS	LA
38. Identify various family patterns and lifestyles.						✔	MCNS HOTS GLO	LA
39. Develop short and long-term planning, goal-setting and decision making skills.						✔	CAR L/SK HOTS	LA
40. Locate/utilize resources for populations with special needs.			✔				L/SK	LA
41. Develop problem-solving techniques.	✔						CAR HOTS GLO	LA
42. Identify ways to deal with peer pressure.	✔						CAR COM	LA
43. Describe ways to strengthen family relationships.	✔						HOTS	LA
44. Describe the physical, social, emotional, intellectual development that occurs during childhood through adulthood including individuals with special needs.			✔				CAR HOTS	SCI
45. Examine family living/parenthood related occupations.			✔				CAR	LA FE
46. Examine various child care options.			✔				HOTS	LA

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HOME ECONOMICS EDUCATION
Family and Consumer Sciences

Occupational Competencies / Course Titles ☞	FCS I	FCS II	Parents and Children	Family, Food, and Society	Housing and the Environment	Family, Work, and Adulthood	Infusion*	Academic Area**
47. Locate and/or utilize family living and parenthood resources.			✔				L/SK	LA
CONSUMER EDUCATION								
48. Determine the decision-making process in planning for expenses, savings and managing finances (i.e., insurance, retirement).						✔	CAR HOTS	LA MA
49. Identify consumer rights & responsibilities (i.e., preservation of natural resources and effective complaint procedures).		✔					GLO CAR	LA FE
50. Evaluate advertising, warranties, written contracts and quality of goods and equipment (i.e., consumer fraud schemes).		✔					HOTS	LA
51. Examine consumer education related occupations.		✔					CAR	LA FE
52. Locate and/or utilize consumer education resources for assistance.		✔					L/SK	LA
TEXTILES AND CLOTHING								
53. Recognize the relationship between appearance and self concept.		✔					CAR MCNS HOTS	LA
54. Plan a wardrobe and prepare a clothing budget.		✔					CAR	FE

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HOME ECONOMICS EDUCATION
Family and Consumer Sciences

Occupational Competencies / Course Titles	FCS I	FCS II	Parents and Children	Family, Food, and Society	Housing and the Environment	Family, Work, and Adulthood	Infusion*	Academic Area**
55. Identify fabrics, fabric construction, finishes and care.		✔					HOTS TECH	SCI LA
56. Identify elements and principles of clothing design.		✔					HOTS	LA SCI MA
57. Demonstrate use and care of sewing machine and equipment in a safe manner.		✔					CAR TECH	LA SCI
58. Follow preparation procedures for constructing and evaluating a garment project.		✔					HOT TECH	LA MA
59. Demonstrate repair, alteration and recycling methods.		✔					HOTS GLO	
60. Describe cleaning and storage methods.					✔		TECH	LA
61. Examine textiles and clothing related occupations.		✔					CAR	LA FE
62. Evaluate clothing and accessory purchases (i.e., construction, cost and care).		✔					HOTS	LA
63. Locate and/or utilize textiles and clothing resources for assistance (e.g., extension service, labeling, references and manufacturers		✔					L/SK	LA

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HOME ECONOMICS EDUCATION
Family and Consumer Sciences

Occupational Competencies / Course Titles ☞	FCS I	FCS II	Parents and Children	Family, Food, and Society	Housing and the Environment	Family, Work, and Adulthood	Infusion*	Academic Area**
CHILD DEVELOPMENT								
64. Examine parenting responsibilities.			✔				HOTS	LA
65. Describe sexual reproduction and birthing process.			✔					SCI
66. Analyze contraception and family planning methods.			✔				HOTS	SCI LA
67. Discuss health concerns and needs at various stages of prenatal and postnatal development.			✔				GLO HOTS	SCI
68. Identify the additional risks of teen pregnancy and parenting.			✔				HOTS	LA SCI
69. Describe ways to guide the physical, social, emotional, and intellectual development of children including those with special needs.			✔				HOTS CAR	LA SCI
70. Select toys, equipment, food and materials appropriate for the development stage of a child.			✔				HOTS	LA
71. Select and use appropriate child guidance techniques.			✔				HOTS	LA
72. Identify types of child abuse, neglect and intervention options.			✔				GLO MCNS	LA

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Occupational Competencies / Course Titles	FCS I	FCS II	Parents and Children	Family, Food, and Society	Housing and the Environment	Family, Work, and Adulthood	Infusion*	Academic Area**
73. Discuss childhood diseases and immunization procedures.			✓				GLO	SCI LA
74. Examine child development related occupations.			✓				CAR	LA FE
75. Identify ways to provide a safe environment for a child.			✓				HOTS GLO	LA
76. Locate and/or utilize child development resources for assistance.			✓				L/SK	LA
Leadership								
1. Follows direction.	✓						CAR	LA
2. Communicates effectively in front of others.	✓						COM CAR	LA
3. Facilitates a discussion.	✓						CAR COM	LA
4. Organizes an event.	✓						HOTS	LA
5. Delegates duties.	✓						CAR	LA
6. Utilizes time effectively.	✓						L/SK	FE
7. Prioritizes series of tasks.	✓						CAR HOTS L/SK	LA

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8. Defines goals.	✔						CAR HOTS L/SK	LA
9. Works effectively with others.	✔						MCNS CAR	
10. Listens effectively.	✔						COM CAR	LA
11. Facilitates group interaction.	✔						CAR COM	LA
12. Resolves conflict.	✔						GLO CAR	LA SCI
13. Adapts to environment/situation.	✔						CAR GLO	LA
Job Getting, Job Keeping								
1. Identifies requirements for a job.						✔	CAR	
2. Completes required forms.						✔	CAR	LA
3. Writes application letter.						✔	CAR L/SK	LA
4. Evaluates job offer (e.g., salary, benefits, hours, location, task and family).						✔	HOTS	LA
5. Interacts with others in a courteous and tactful manner.				✔			GLO CAR	LA

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6. Cooperates with others.				✓			CAR GLO	
7. Accepts individual differences.				✓			MCNS CAR	LA
8. Respects the property of others.				✓			CAR	
9. Organizes thoughts and communicates clearly (i.e., writing and/or speaking).	✓						HOTS COM	LA
10. Exhibits dependability.						✓	CAR	
11. Demonstrates punctuality.						✓	CAR	
12. Asks for help when needed.				✓		✓	CAR	LA
13. Accepts new challenges.				✓			CAR	LA
14. Accepts supervision willingly.						✓	CAR	LA
15. Adapts to change/demonstrates flexibility.						✓	CAR	LA
16. Manages time effectively.				✓			CAR	FE
17. Follows rules and regulations.						✓	CAR	LA
18. Produces quality work.				✓			CAR	

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19. Works within guidelines.				✔			CAR	LA
20. Takes responsibility for mistakes and/or good work.				✔			L/SK CAR	LA
21. Complies with safety and health rules.				✔			CAR	LA SCI
22. Utilizes equipment correctly.				✔			CAR	SCI
23. Maintains clean and orderly work area.				✔			CAR	SCI
24. Demonstrates personal hygiene, cleanliness and appropriate dress.				✔			CAR	
25. Explain exit procedures for a job.						✔	CAR	LA
26. Identify the organization's purpose and how it relates to the worker (e.g., the concept of profit and employee grievances)						✔	CAR	LA
27. Demonstrates effective interview techniques						✔	HOTS COM	LA
28. Locate and utilize resource assistances for job getting and job keeping (e.g., job service, employment agency, classifieds, vocational counselors, employee assistance programs)						✔	CAR L/SK	LA

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HOME ECONOMICS EDUCATION
Family and Consumer Sciences

Occupational Competencies / Course Titles ☞	FCS I	FCS II	Parents and Children	Family, Food, and Society	Housing and the Environment	Family, Work, and Adulthood	Infusion*	Academic Area**
29. Demonstrates correct telephone procedures.	✔						CAR COM	LA
Entrepreneurship								
1. Identify entrepreneurship businesses that have developed in consumer and homemaking.					✔		CAR	LA
2. Explain types of business ownership.					✔		CAR	LA
3. Identify factors in obtaining finances for a new business.					✔		CAR	FE
4. Explain the concept of supply and demand					✔		CAR	FE
Additional Competencies								
A. *Establish healthy food intake habits and physical fitness program.*	✔							
B. *Plan meals and snacks appropriate for good health.*	✔							
C. *Demonstrate knowledge of reasons for having or not having children.*			✔					
D. *Interpret the role patterns of foster, adoptive and step parents.*			✔					

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E. *Describe challenges of one-parent families.*			✓					
F. *Explain the relationship of production and distribution of world food supplies.*					✓			
G. *Promote food that enhances family customs or traditions.*					✓			
H. *Plan a recreational or social activity that involves food.*							✓	
I. *Select household cleaning supplies.*					✓			
J. *Perform simple carpentry and repair.*					✓			
K. *Make arrangements for moving individual household goods.*					✓			
L. *Interpret information on leases, rental agreements and contracts.*					✓			
M. *Utilize energy conservation in the living environment.*					✓			

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N. *Determine the type appliances/service/ furniture for individual case studies.*					✔			
O. *Analyze the relationship between work and lifestyle.*						✔		
P. *Develop a personal plan to become employable.*						✔		
Q. *Identify the responsibilities and privileges that characterize adulthood.*						✔		
R. *Analyze his/her own readiness for serious commitments.*						✔		
S. *Analyze the relationship of clothing and the individual's social and psychological needs.*		✔						

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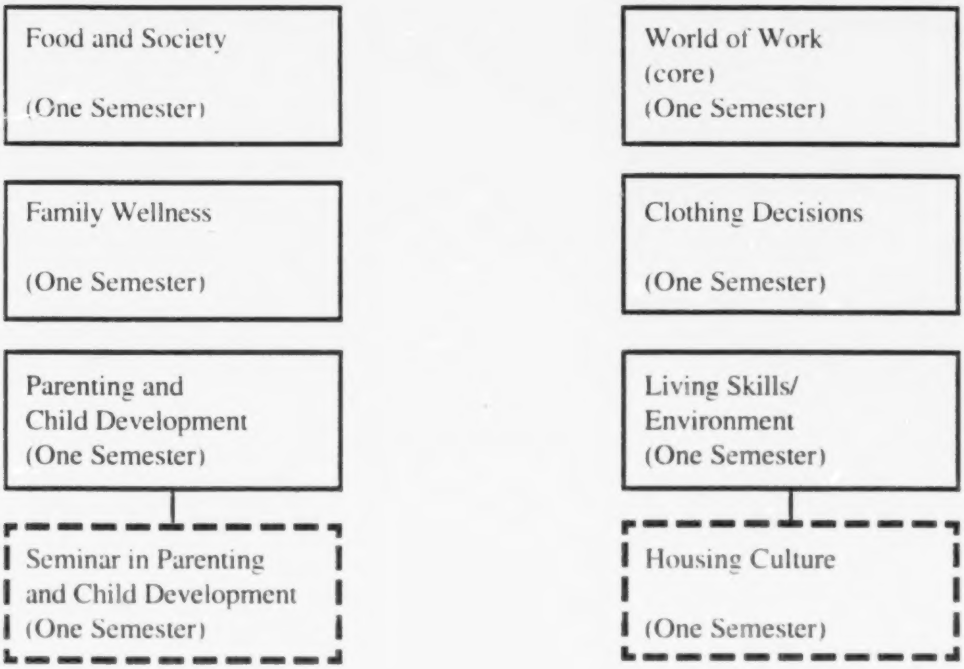
FAMILY AND CONSUMER SCIENCES
Model Two

Secondary Program
Expanded Program Beyond Three Sequential Units



Food and Society
(One Semester)

Family Wellness
(One Semester)

Parenting and
Child Development
(One Semester)

Seminar in Parenting
and Child Development
(One Semester)

World of Work
(core)
(One Semester)

Clothing Decisions
(One Semester)

Living Skills/
Environment
(One Semester)

Housing Culture
(One Semester)

Service Area: Home Economics Education
Program: Family and Consumer Sciences
Competency List: Family and Consumer Sciences
Explanation:

1. The connecting lines indicate prerequisites.
2. The dashed boxes indicate expanded programs.
3. The World of Work is a core occupational course which may be used in more than one vocational service area.
4. Multiple lettering on the competency lists identifies possible location.
5. Additional competencies are in italics, merged with list.

Model Two

HOME ECONOMICS EDUCATION

Family and Consumer Sciences

Occupational Competencies — Course Titles ⇒	Living Skills/ Environment	Clothing Decisions	Food and Society	Parenting & Child Development	Family Wellness	World of Work	Housing Culture	Seminar in Parenting & Child Development
1. Identify recent trends in housing.	I						D	
1.1. compare cultural and global influences on housing choices	I						D	
1.2. identify ways to meet physical and emotional needs through choices in personal living spaces.	I						D	
1.3. describe ways that living spaces express individuality	I						D	
1.4. plan the use of space to meet individual and family needs	I						D	
2. Explain basic financial and legal aspects of housing in various demographic situations	I						D	
2.1. compare rights and responsibilities of tenants and landlords	I						D	
2.2. describe laws related to housing and furnishings which protect consumer rights.	I						D	
2.3. compare warranties and guarantees accompanying household furnishing and equipment.	I						D	
3. Evaluate housing alternatives (i.e., floor plans, structure and maintenance of a residence, safety, energy, lifestyles and populations with special needs).	I						D	
3.1. describe ways to adjust spaces and equipment for family members with special needs	I						D	
3.2. design space and equipment for appropriate, safe children's activities	I						D	

I = Introduce Competency
D = Develop Competency
R = Review Competency
X = Integrated Competency

HOME ECONOMICS EDUCATION

Family and Consumer Sciences

Occupational Competencies / Course Titles ☞	Living Skills/ Environment	Clothing Decisions	Food and Society	Parenting & Child Development	Family Wellness	World of Work	Housing Culture	Seminar in Parenting & Child Development
3.3. *evaluate housing alternatives for families with changing lifestyles and life cycles*	I						D	
3.4. *analyze factors which influence the decision on whether to rent, build, or buy*	I						D	
4. Examine design principles and elements.	I	D					D	
4.1. *utilize the design elements and principles when completing housing plans*	I	D					D	
5. Identify qualities of home furnishings and appliances (i.e., performance, safety, cost, quality, efficiency, space and cleanability).	I						D	
5.1. *compare costs and features of buying home furnishings using a variety of purchasing options*	I						D	
6. Examine home furnishings-home management related occupations.	I					D	D	
6.1. *identify entrepreneurial occupations which are home furnishings-home management related*	I					D	D	
7. Locate and/or utilize housing, home furnishings and equipment resources for assistance.	I						D	
8. Demonstrate safety, sanitation, security, and first aid procedures.	I		I/D			D	R	

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HOME ECONOMICS EDUCATION

Family and Consumer Sciences

Occupational Competencies (Course Titles ☞)	Living Skills/ Environment	Clothing Decisions	Food and Society	Parenting & Child Development	Family Wellness	World of Work	Housing Culture	Seminar in Parenting & Child Development
9. Identify procedures in planning for expenses, saving and managing finances.	I/D							
10. Use equipment and supplies with proper procedures.	I						D	
10.1. identify procedures for home maintenance which utilize resource management strategies	I						D	
11. Apply the principles of management in the home (e.g., prioritizing, planning, delegation, evaluation, time allocation, etc.)	I					D	D/R	
11.1. analyze housing features (decorative and structural) which incorporate energy conservation	I					D	D/R	
11.2. identify community resources which provide services for maintenance, decoration, relocation, and care of personal and real property	I					D	D/R	
12. Examine food related occupations.			I			D		
13. Analyze nutritional needs and select foods for good health throughout life.			I/D		I/D			
14. Prepare foods from the basic food groups.			I/D		I			
15. Plan menus, prepare shopping list and purchase food.			I/D					
16. Plan, prepare, serve and evaluate a meal.			I/D					
17. Utilize basic kitchen skills in food preparation and storage.			I/D		I			

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Family and Consumer Sciences

Occupational Competencies / Course Titles ☞	Living Skills/ Environment	Clothing Decisions	Food and Society	Parenting & Child Development	Family Wellness	World of Work	Housing Culture	Seminar in Parenting & Child Development
18. Apply the principles of sanitation, recycling and safety when working with food and equipment.			I/D					
19. Analyze fad diets and eating disorders.			I/D		I/D			
20. Identify various cultural and regional cuisines.			I/D					
21. Locate and/or utilize food and nutrition resources.			I/D		I/D			
22. Evaluate consumer health options.			I		I/D			
23. Explain the basic skills necessary to maintain personal, physical, and mental health (i.e., alternative strategies in dealing with stress.	I				I/D			
24. Identify personal safety and survival skills.					I/D			
25. Identify substance abuse, use and non-use.					I/D			
26. Describe procedures for prevention and control of diseases (i.e., sexually transmitted diseases and acquired immune deficiency).	I			I	I/D			
27. Identify the needs and concerns of populations with special needs.				I				I/D
28. Examine family-individual health related occupations.						I/D		

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Family and Consumer Sciences

Occupational Competencies / Course Titles ⇨	Living Skills/ Environment	Clothing Decisions	Food and Society	Parenting & Child Development	Family Wellness	World of Work	Housing Culture	Seminar in Parenting & Child Development
29. Locate and/or utilize family/individual health resources.				I	I/D			R
30. Analyze strategies for developing a positive self concept.	I/D	I/D	I/D	I/D	I/D	I/D	R	R
31. Demonstrate alternative ways of effective communications.	I/D	I		D	D	D	R	R
32. Describe ways to build good interpersonal relationships with others.	I/D			I/D	I/D			R
33. Identify risks of sexual activity.	I			I/D	I/D			R
34. Identify the ways to balance work, family and individual needs.	D			D		D		R
34.1. describe rights and responsibilities of the parent and individual	D			D		D		R
34.2. examine the interconnected roles of family members	D			D		D		R
34.3. describe mutual support systems used with a family structure	D			D		D		R
35. Identify sex-role stereotyping and means of dealing with them.	I			D		D		R
36. Identify types of sexual abuse and sexual harassment, and intervention options.	I			D		D		R
36.1. analyze environmental factors which influence a child's growth and development	D			D		D		R

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HOME ECONOMICS EDUCATION

Family and Consumer Sciences

Occupational Competencies / Course Titles	Living Skills/ Environment	Clothing Decisions	Food and Society	Parenting & Child Development	Family Wellness	World of Work	Housing Culture	Seminar in Parenting & Child Development
37. Identify and demonstrate response to family problems and crisis (i.e., co-dependency relationships).	I			D	D			R
37.1. assist young children in developing healthy stress management strategies	I			D	D			R
38. Identify various family patterns and lifestyles.	I/D			D				R
39. Develop short and long-term planning, goal-setting and decision making skills.	I/D	I	I	D	D	D	R	R
40. Locate/utilize resources for populations with special needs				D				
41. Develop problem-solving techniques.	D	D	D	D	D	D	R	R
42. Identify ways to deal with peer pressure.	D	I	I	D	D		R	R
43. Describe ways to strengthen family relationships.	D			D	D			R
44. Describe the physical, social, emotional, intellectual development that occurs during childhood through adulthood including individuals with special needs.				D				R
45. Examine family living/parenthood related occupations.				D		D		R
46. Examine various child care options.				D				R
46.1. identify care options for children who are ill				D				R

I = Introduce Competency
D = Develop Competency

R = Review Competency
X = Integrated Competency

HOME ECONOMICS EDUCATION

Family and Consumer Sciences

Occupational Competencies / Course Titles ⇨	Living Skills/ Environment	Clothing Decisions	Food and Society	Parenting & Child Development	Family Wellness	World of Work	Housing Culture	Seminar in Parenting & Child Development
46.2. develop strategies a family may use to prepare children for special medical and dental care				D				R
47. Locate and/or utilize family living and parenthood resources.				D	D			R
48. Determine the decision-making process in planning for expenses, savings and managing finances (i.e., insurance, retirement).	D							
49. Identify consumer rights & responsibilities (i.e., preservation of natural resources and effective complaint procedures).	D							
50. Evaluate advertising, warranties, written contracts and quality of goods and equipment (i.e., consumer fraud schemes).	I					D		
51. Examine consumer education related occupations.	I					D		
52. Locate and/or utilize consumer education resources for assistance.	D					D		
53. Recognize the relationship between appearance and self concept.		D						
54. Plan a wardrobe and prepare a clothing budget.		D						
55. Identify fabrics, fabric construction, finishes and care.		D						

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HOME ECONOMICS EDUCATION

Family and Consumer Sciences

Occupational Competencies (Course Titles)	Living Skills/ Environment	Clothing Decisions	Food and Society	Parenting & Child Development	Family Wellness	World of Work	Housing Culture	Seminar in Parenting & Child Development
56. Identify elements and principles of clothing design.		D						
57. Demonstrate use and care of sewing machine and equipment in a safe manner.		D						
58. Follow preparation procedures for constructing and evaluating a garment project		D						
59. Demonstrate repair, alteration and recycling methods.		D						
60. Describe cleaning and storage methods.		D						
61. Examine textiles and clothing related occupations.		D				D		
62. Evaluate clothing and accessory purchases (i.e., construction, cost and care).		D						
63. Locate and/or utilize textiles and clothing resources for assistance (e.g., extension service, labeling, references and manufacturers.		D						
64. Examine parenting responsibilities.	I			D				R
64.1. analyze motivations for and against parenthood	I			D				R
64.2. identify the joys and challenges of parenthood	I			D				R
64.3. compare child-rearing customs of other cultures	I			D				R
64.4. identify choices that couples considering parenthood must make	I			D				R

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HOME ECONOMICS EDUCATION

Family and Consumer Sciences

Occupational Competencies Course Titles ☞	Living Skills/ Environment	Clothing Decisions	Food and Society	Parenting & Child Development	Family Wellness	World of Work	Housing Culture	Seminar in Parenting & Child Development
64.5. itemize costs related to raising children	I			D				R
65. Describe sexual reproduction and birthing process.				D				
65.1. examine parenting options to include adoption and medical advancements				D				
66. Analyze contraception and family planning methods.	I			D	D			R
67. Discuss health concerns and needs at various stages of prenatal and postnatal development.				D				R
68. Identify the additional risks of teen pregnancy and parenting.	I			D				R
69. Describe ways to guide the physical, social, emotional, and intellectual development of children including those with special needs.				D				R
69.1. demonstrate objectively when observing social, emotional, intellectual and physical development of children				D				R
69.2. plan developmentally appropriate activities for children				D				R
69.3. plan appropriate meals and snacks for children				D				R
69.4. examine the influence of mass media on the development of children				D				R

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HOME ECONOMICS EDUCATION

Family and Consumer Sciences

Occupational Competencies Course Titles ☞	Living Skills/ Environment	Clothing Decisions	Food and Society	Parenting & Child Development	Family Wellness	World of Work	Housing Culture	Seminar in Parenting & Child Development
70. Select toys, equipment, food and materials appropriate for the development stage of a child.				D				R
71. Select and use appropriate child guidance techniques.				D				R
71.1. participate in a child development laboratory experience (i.e., work in a local day care, school elementary school, develop a child development lab)				D				R
71.2. practice developmentally appropriate methods of providing positive guidance in the lab situation				D				R
72. Identify types of child abuse, neglect and intervention options.				D				R
73. Discuss childhood diseases and immunization procedures.				D				R
74. Examine child development related occupations.				D		D		R
74.1. investigate entrepreneurial occupations which are child development related				D		D		R
75. Identify ways to provide a safe environment for a child.				D				R
76. Locate and/or utilize child development resources for assistance.				D				R
76.1. identify community support groups which provide resources for dealing with child-rearing issues				D				R

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HOME ECONOMICS EDUCATION

Family and Consumer Sciences

Occupational Competencies / Course Titles	Living Skills/ Environment	Clothing Decisions	Food and Society	Parenting & Child Development	Family Wellness	World of Work	Housing Culture	Seminar in Parenting & Child Development
Leadership								
1. Follows direction.		X	X			X		X
2. Communicates effectively in front of others.	X			X	X	X		X
3. Facilitates a discussion.	X			X	X	X		X
4. Organizes an event.				D		D		R
5. Delegates duties.				D		D		R
6. Utilizes time effectively.	X	X	X	X	X	X		X
7. Prioritizes series of tasks.						D		D
8. Defines goals.	D				D			
9. Works effectively with others.			D			D		
10. Listens effectively.	X	X	X	X	X	X	X	X
11. Facilitates group interaction.	X					X		X
12. Resolves conflict.	D							D
13. Adapts to environment/situation.						D		
Job Getting, Job Keeping								
1. Identifies requirements for a job.						D		
2. Completes required forms.	I					D		

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HOME ECONOMICS EDUCATION

Family and Consumer Sciences

Occupational Competencies / Course Titles ☞	Living Skills/ Environment	Clothing Decisions	Food and Society	Parenting & Child Development	Family Wellness	World of Work	Housing Culture	Seminar in Parenting & Child Development
3. Writes application letter.						D		
4. Evaluates job offer (e.g., salary, benefits, hours, location, task and family).						D		
5. Interacts with others in a courteous and tactful manner.	X	X	X	X	X	X	X	X
6. Cooperates with others.	X	X	X	X	X	X	X	X
7. Accepts individual differences.	X			X				X
8. Respects the property of others.	X	X	X	X	X	X	X	X
9. Organizes thoughts and communicates clearly (i.e., writing and/or speaking).	X	X	X	X	X	X	X	X
10. Exhibits dependability.	X	X	X	X	X	X	X	X
11. Demonstrates punctuality.	X	X	X	X	X	X	X	X
12. Asks for help when needed.	X	X	X	X	X	X	X	X
13. Accepts new challenges.	X	X	X	X	X	X	X	X
14. Accepts supervision willingly.						D		D
15. Adapts to change/demonstrates flexibility.				I		D		D
16. Manages time effectively.	X	X	X	X	X	X	X	X
17. Follows rules and regulations.	X	X	X	X	X	X	X	X
18. Produces quality work.	X	X	X	X	X	X	X	X

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HOME ECONOMICS EDUCATION

Family and Consumer Sciences

Occupational Competencies / Course Titles ☞	Living Skills/ Environment	Clothing Decisions	Food and Society	Parenting & Child Development	Family Wellness	World of Work	Housing Culture	Seminar in Parenting & Child Development
19. Works within guidelines.	X	X	X	X	X	X	X	X
20. Takes responsibility for mistakes and/or good work.	X	X	X	X	X	X	X	X
21. Complies with safety and health rules.		X	X			X		X
22. Utilizes equipment correctly.		X	X			X		X
23. Maintains clean and orderly work area.		X	X			X		X
24. Demonstrates personal hygiene, cleanliness and appropriate dress.	X	X	X	X	X	X	X	X
25. Explain exit procedures for a job.						D		
26. Identify the organization's purpose and how it relates to the worker (e.g., the concept of profit and employee grievances)						D		
27. Demonstrates effective interview techniques	I					D		D
28. Locate and utilize resource assistances for job getting and job keeping (e.g., job service, employment agency, classifieds, vocational counselors, employee assistance programs)						D		
29. Demonstrates correct telephone procedures.						D		

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HOME ECONOMICS EDUCATION

Family and Consumer Sciences

Occupational Competencies / Course Titles ☞	Living Skills/ Environment	Clothing Decisions	Food and Society	Parenting & Child Development	Family Wellness	World of Work	Housing Culture	Seminar in Parenting & Child Development
Entrepreneurship								
1. Identify entrepreneurship businesses that have developed in consumer and homemaking.						D		
2. Explain types of business ownership.						D		
3. Identify factors in obtaining finances for a new business.						D		
4. Explain the concept of supply and demand						D		

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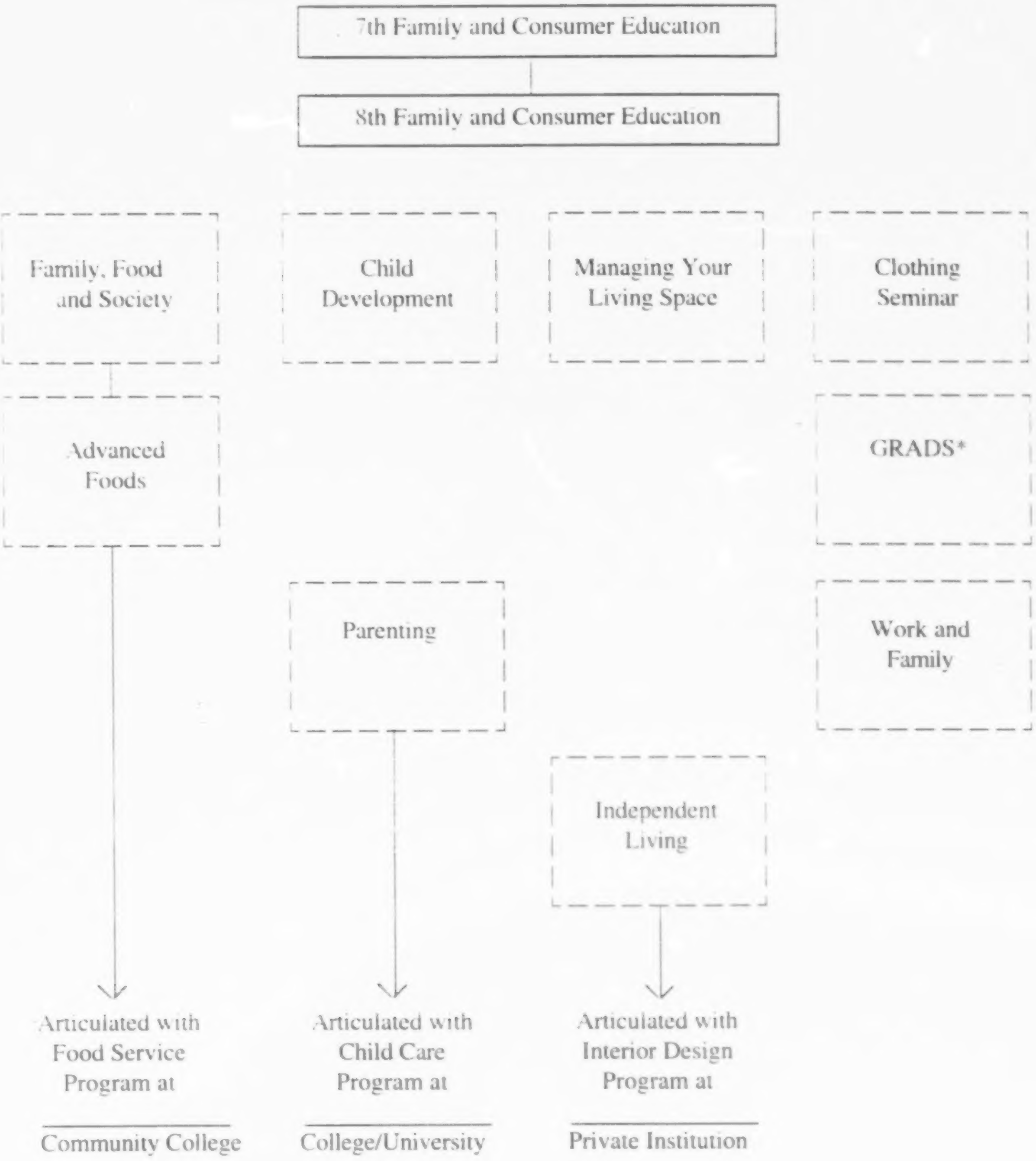
FAMILY AND CONSUMER SCIENCES
Model Three

________________ Community School District


7th Family and Consumer Education
8th Family and Consumer Education
Family, Food and Society
Child Development
Managing Your Living Space
Clothing Seminar
Advanced Foods
GRADS*
Parenting
Work and Family
Independent Living
Articulated with Food Service Program at
________ Community College
Articulated with Child Care Program at
________ College/University
Articulated with Interior Design Program at
________ Private Institution

*Graduate Reality and Dual-Role Skills (an in-school program for pregnant and parenting teens)

Competency Profile for a Living Skills Course in a Family and Consumer Sciences Program

Instructor:	____________________	Student:	____________________
Instructional Prog:	____________________	Student Address:	____________________
Course:	____________________		____________________
School:	____________________	Telephone:	____________________
School Address:	____________________	SSN:	____________________
Date of Enrollment:	____________________	Completion Date:	____________________

Note: 1. The profile ratings on this form represent the knowledge, skills, and attitudes that this student has demonstrated at a given time under given conditions. It does not necessarily represent certification of future abilities.
2. The needs of special populations are addressed where appropriate.

Directions: Evaluate the student using the rating scale below to indicate the degree of competency. The rating should reflect employability readiness rather than the grades given in class.

Rating Scale: 3 - Mastered 2 - Requires Supervision 1 - Not Mastered N - No Exposure

*Family and Consumer Sciences Competency Number

3 2 1 N 1. Identify recent trends in housing. (1)*

☐ ☐ ☐ ☐ 1.1. compare cultural and global influences on housing choices

☐ ☐ ☐ ☐ 1.2. identify ways to meet physical and emotional needs through choices in personal living spaces

☐ ☐ ☐ ☐ 1.3. describe ways that living spaces express individuality

☐ ☐ ☐ ☐ 1.4. plan the use of space to meet individual and family needs

3 2 1 N 2. Explain basic financial and legal aspects of housing in various demographic situations. (2)*

☐ ☐ ☐ ☐ 2.1. compare rights and responsibilities of tenants and landlords

☐ ☐ ☐ ☐ 2.2. describe laws related to housing and furnishings which protect consumer rights

☐ ☐ ☐ ☐ 2.3. compare warranties and guarantees accompanying household furnishings and equipment

3 2 1 N 3. Evaluate housing alternatives (i.e., floor plans, structure and maintenance of a residence, safety, energy, lifestyles and populations with special needs). (3)*

☐ ☐ ☐ ☐ 3.1. describe ways to adjust spaces and equipment for family members with special needs

☐ ☐ ☐ ☐ 3.2. design space and equipment for appropriate, safe children's activities

☐ ☐ ☐ ☐ 3.3. evaluate housing alternatives for families with changing lifestyles and life cycles

☐ ☐ ☐ ☐ 3.4. analyze factors which influence the decision on whether to rent, build, or buy

3 2 1 N 4. Examine design principles and elements. (4)*

☐ ☐ ☐ ☐ 4.1. utilize the design elements and principles when completing housing plans

3 2 1 N **5. Identify qualities of home furnishings and appliances (i.e., performance, safety, cost, quality, efficiency, space and cleanability). (5)***

☐ ☐ ☐ ☐ 5.1. compare costs and features of buying home furnishings using a variety of purchasing options

3 2 1 N **6. Examine home furnishings-home management related occupations. (6)***

☐ ☐ ☐ ☐ 6.1. identify entrepreneurial occupations which are home furnishings-home management related

3 2 1 N **7. Use equipment and supplies with proper procedures. (10)***

☐ ☐ ☐ ☐ 7.1. identify procedures for home maintenance which utilize resource management strategies

3 2 1 N **8. Apply the principles of management in the home (e.g., prioritizing, planning, delegation, evaluation, time allocation, etc.) (11)***

☐ ☐ ☐ ☐ 8.1. analyze housing features (decorative and structural) which incorporate energy conservation

☐ ☐ ☐ ☐ 8.2. identify community resources which provide services for maintenance, decoration, relocation, and care of personal and real property

3 2 1 N **9. Identify the ways to balance work, family and individual needs. (34)***

☐ ☐ ☐ ☐ 9.1. describe rights and responsibilities of the parent and individual

☐ ☐ ☐ ☐ 9.2. examine the interconnected roles of family members

☐ ☐ ☐ ☐ 9.3. describe mutual support systems used with a family structure

3 2 1 N **10. Identify types of sexual abuse and sexual harassment, and intervention options. (36)***

☐ ☐ ☐ ☐ 10.1. analyze environmental factors which influence a child's growth and development

3 2 1 N **11. Identify and demonstrate response to family problems and crisis (i.e., co-dependency relationships). (37)***

☐ ☐ ☐ ☐ 11.1. assist young children in developing healthy stress management strategies

3 2 1 N **12. Examine parenting responsibilities. (64)***

☐ ☐ ☐ ☐ 12.1. analyze motivations for and against parenthood

☐ ☐ ☐ ☐ 12.2. identify the joys and challenges of parenthood

☐ ☐ ☐ ☐ 12.3. compare child-rearing customs of other cultures

☐ ☐ ☐ ☐ 12.4. identify choices that couples considering parenthood must make

☐ ☐ ☐ ☐ 12.5. itemize costs related to raising children

WORKPLACE COMPETENCIES FOR A FAMILY AND CONSUMER SCIENCES PROGRAM

Leadership

DIRECTIONS: Rate the student by checking the appropriate number on each scale. The ratings should be based on your **observation of the student** rather than grades given in class.

Rating Scale: 3 Above Average
2 Average
1 Below Average

3	2	1	
☐	☐	☐	1. Follows directions.
☐	☐	☐	2. Communicates effectively in front of others.
☐	☐	☐	3. Facilitates a discussion.
☐	☐	☐	4. Organizes an event.
☐	☐	☐	5. Delegates duties.
☐	☐	☐	6. Utilizes time effectively.
☐	☐	☐	7. Prioritizes series of tasks.
☐	☐	☐	8. Defines goals.
☐	☐	☐	9. Works effectively with others.
☐	☐	☐	10. Listens effectively.
☐	☐	☐	11. Facilitates group interaction.
☐	☐	☐	12. Resolves conflict.
☐	☐	☐	13. Adapts to environment/situation.
			Others (specify)
☐	☐	☐	______________________________
☐	☐	☐	______________________________

Entrepreneurship

DIRECTIONS: Evaluate the student by checking the appropriate number or letter to indicate the degree of competency. The rating for each task should reflect **employability readiness** rather than the grades given in class.

Rating Scale: 3 Mastered
2 Requires Supervision
1 Not Mastered
N No Exposure

3	2	1	N	
☐	☐	☐	☐	1. Identify entrepreneurship businesses that have developed in consumer and homemaking.
☐	☐	☐	☐	2. Explain types of business ownership.
☐	☐	☐	☐	3. Identify factors in obtaining finances for a new business.
☐	☐	☐	☐	4. Explain the concept of supply and demand.
				Others (specify)
☐	☐	☐	☐	______________________________
☐	☐	☐	☐	______________________________

Job Getting/Job Keeping

DIRECTIONS: Evaluate the student by checking the appropriate number or letter to indicate the degree of competency. The rating for each task should reflect **employability readiness** rather than the grades given in class.

Rating Scale: **3** Mastered
2 Requires Supervision
1 Not Mastered
N No Exposure

3 2 1 N
☐ ☐ ☐ ☐ 1. Identifies requirements for a job.
☐ ☐ ☐ ☐ 2. Completes required forms.
☐ ☐ ☐ ☐ 3. Writes application letter.
☐ ☐ ☐ ☐ 4. Evaluates job offer (e.g., salary, benefits, hours, location, task and family).
☐ ☐ ☐ ☐ 5. Interacts with others in a courteous and tactful manner.
☐ ☐ ☐ ☐ 6. Cooperates with others.
☐ ☐ ☐ ☐ 7. Accepts individual differences.
☐ ☐ ☐ ☐ 8. Respects the property of others.

☐ ☐ ☐ ☐ 9. Organizes thoughts and communicates clearly (i.e., writing and/or speaking).
☐ ☐ ☐ ☐ 10. Exhibits dependability.
☐ ☐ ☐ ☐ 11. Demonstrates punctuality.
☐ ☐ ☐ ☐ 12. Asks for help when needed.
☐ ☐ ☐ ☐ 13. Accepts new challenges.
☐ ☐ ☐ ☐ 14. Accepts supervision willingly.
☐ ☐ ☐ ☐ 15. Adapts to change/demonstrates flexibility.
☐ ☐ ☐ ☐ 16. Manages time effectively.
☐ ☐ ☐ ☐ 17. Follows rules and regulations.
☐ ☐ ☐ ☐ 18. Produces quality work.
☐ ☐ ☐ ☐ 19. Works within guidelines.
☐ ☐ ☐ ☐ 20. Takes responsibility for mistakes and/or good work.
☐ ☐ ☐ ☐ 21. Complies with safety and health rules.
☐ ☐ ☐ ☐ 22. Utilizes equipment correctly.
☐ ☐ ☐ ☐ 23. Maintains clean and orderly work area.

3 2 1 N
☐ ☐ ☐ ☐ 24. Demonstrates personal hygiene, cleanliness and appropriate dress.
☐ ☐ ☐ ☐ 25. Explains exit procedures for a job.
☐ ☐ ☐ ☐ 26. Identifies the organization's purpose and how it relates.
☐ ☐ ☐ ☐ 27. Demonstrates effective interview techniques.
☐ ☐ ☐ ☐ 28. Locates and utilizes resource assistances for job getting and job keeping (e.g., job service, employment agency, classified vocational counselors, employee assistance programs).
☐ ☐ ☐ ☐ 29. Demonstrates correct telephone procedures.

Others (specify)
☐ ☐ ☐ ☐ ______________________________
☐ ☐ ☐ ☐ ______________________________

Examples of Course Titles for Family and Consumer Sciences Programs

GENERAL

- Comprehensive Home Economics
- Life Skills
- Life Management
- Family & Consumer Sciences
- Independent Living
- General Consumer & Homemaking
- Adult Living

TEXTILES AND CLOTHING

- Advanced Clothing
- Clothing & Textile Maintenance
- Clothing & Textile Merchandising
- Clothing & Textile Selection
- Clothing Construction and Alterations
- Clothing Design
- Home Entrepreneurship
- Sociopsychological Aspects of Clothing & Textiles
- Tailoring
- Textile Design
- Clothing Economics
- Clothing
- Clothing Management
- Fashion Design
- Fibers and Fabrics
- History of Clothing & Textiles
- Textile Production
- Textile Science
- Textiles
- Textiles and Clothing

FOOD AND NUTRITION

- Advanced Foods & Nutrition
- Community Nutrition
- Dietetics
- Experimental Foods
- Food for Fitness
- Food Habits and Patterns
- Food Management
- Food Production Technology
- Food Regulations
- Food Related Equipment
- Food Sciences
- Food Selection
- Food Storage and Preservation
- Foods and Nutrition
- Foods
- History of Food and Nutrition
- Human Nutrition
- Nutrition
- Nutrition Education
- Special Diets
- Survival Food and Nutrition
- World Foods
- Food Service

INDIVIDUAL/FAMILY HEALTH

- Family & Individual Health
- Family Health
- Family Wellness

CHILD DEVELOPMENT

- Child Care & Guidance
- Child Development
- Child Development Seminar
- Child Development
- Exploring Childhood
- Child Development Practicum
- Special Needs of Children
- World of Children

FAMILY LIVING/PARENTHOOD

- Adult Roles and Functions
- Aspects of Aging
- Cultural Development in the Family
- Family Development
- Family Living
- Family Relationships
- Personal Development
- Gerontology
- Home and Family
- Human Environment
- Independent Living
- Parenthood Education
- Parenting

Consumer Education

- Consumer Choices
- Consumer Economics
- Consumer Education
- Consumer Information
- Consumer Resources
- Consumer Rights and Responsibilities
- Consumption of Goods & Services in the Family
- Consumer Sciences
- Decision-Making
- Dollars and Sense
- Family Economics
- Personal & Family Finance
- Personal Finance

Housing/Home Management

- Family Environment
- Housing
- Housing & Home Furnishings
- Housing & Home Management
- Interior Design
- Living Spaces
- Management of Work & Family
- Resource Management

Home Economics Related Occupations (HERO)

Home Economics Related Occupations programs prepare individuals for paid employment in the areas of child care, home furnishings, clothing, apparel and textiles, food production and services, and institutional home management. The models address child care and food production and services. The following examples assume a secondary home economics program using a HERO program as one of the four service areas required to meet the vocational education standards.

Home Economics Related Occupations
(HERO)
Model Four

Secondary Program

Child Development [1]
(One Semester)

Care and Guidance of Children
(One Semester)

Supervised Child Care
(One Semester)

World of Work [2]
(One Semester)

Child Care Management

Supervised Child Care
(One Semester)

Service Area: Home Economics Education
Program: Occupational Child Care
Competency List: Occupational Child Care
Explanation:

1. See course entitled Child Development [1]. If a secondary school district offers a Family and Consumer Sciences program, this course might be one and the same for both programs provided the minimum units and minimum competencies are met.
2. See World of Work [2]. This is a core occupational course which may be used in more than one vocational service area.
3. Additional competencies are in italics, merged with the list.

Model Four

Home Economics Education
Occupational Child Care

Occupational Competencies / Course Titles	Child Development	World of Work	Care/Guidance of Children	Child Care Management	Supervised Child Care II	Supervised Child Care III	Unit Number	Infusion*	Academic Area**
1. Identify personal qualities required of a child care provider (Referring to nurturing and caring.			✔					CAR	LA
2. Identify basic elements (principles) of child development with emphasis on age appropriate behaviors/expectations of physical, emotional, intellectual, and social development.	✔							CAR MCNS	SCI
2.1. recognize that care of children is aided by knowledge of child growth and development	✔							CAR MCNS	SCI
2.2. recognize that individuals have basic differences in temperament	✔							CAR MCNS	SCI
2.3. identify typical/normal problems encountered at various stages of development	✔							CAR MCNS	SCI
2.4. define personality and describe how it develops	✔							CAR MCNS	SCI
2.5. recognize different personality types	✔							CAR MCNS	SCI
2.6. explain how communication skills are developed	✔							CAR MCNS	SCI
3. Assess a child in the four developmental areas: Physical; social; intellectual; and emotional.	✔							COM HOTS L/SK	SCI
4. Observe and record a child's developmental progress.			✔		✔			L/SK COMM HOTS	SCI LA

***Infusion**

CAR	Career Education
COM	Communication Skills
GLO	Global Education
HOTS	Higher Order Thinking Skills
L/SK	Learning Skills
MCNS	Multicultural Nonsexist Education
TECH	Technology

✔ = Competency Development

****Academic Area**

FE	Free Enterprise
LA	Language Arts
MA	Math
SCI	Science

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Home Economics Education
Occupational Child Care

Occupational Competencies / Course Titles ☞	Child Development	World of Work	Care/Guidance of Children	Child Care Management	Supervised Child Care II	Supervised Child Care III	Unit Number	Infusion*	Academic Area**
5. Plan and implement appropriate activities to promote development in children and adolescents in the following areas: Outdoor/indoor; gross/fine motor; language development; creativity; visual auditory and tactile stimulus; cognitive; nutrition; and social development.				✔	✔	✔		CAR COM HOTS L/SK	LA
5.1. describe various methods of learning				✔	✔	✔		CAR COM HOTS L/SK	LA
5.2. suggest ways to encourage young children to learn				✔	✔	✔		CAR COM HOTS L/SK	LA
6. Explain the impact of caregiver practices on a child's self-esteem.			✔	✔				CAR MCNS	LA
6.1. analyze the importance of showing affection and love to children			✔	✔				CAR MCNS	LA
6.2. identifies the link of all aspects of child development to self-esteem			✔	✔				CAR MCNS	LA
7. Plan, prepare, and serve nutritional snacks/meals that allow for self-feeding when appropriate.				✔	✔	✔		CAR COM HOTS L/SK	LA SCI
7.1. analyze how to encourage good eating habits				✔	✔	✔		CAR COM HOTS L/SK	LA SCI

***Infusion**

CAR	Career Education
COM	Communication Skills
GLO	Global Education
HOTS	Higher Order Thinking Skills
L/SK	Learning Skills
MCNS	Multicultural Nonsexist Education
TECH	Technology

✔ = Competency Development

****Academic Area**

FE	Free Enterprise
LA	Language Arts
MA	Math
SCI	Science

Home Economics Education
Occupational Child Care

Course Titles ** **Occupational Competencies**	Child Development	World of Work	Care/Guidance of Children	Child Care Management	Supervised Child Care II	Supervised Child Care III	Unit Number	Infusion*	Academic Area**
8. Identify proper nutritional needs and use appropriate feeding procedures for infants and toddlers.	✔		✔	✔	✔	✔		CAR HOTS	SCI LA
8.1. identify the relationship between physical development and nutrition	✔		✔	✔	✔	✔		CAR HOTS	SCI LA
8.2. plan nutritional needs for special diets	✔		✔	✔	✔	✔		CAR HOTS	SCI LA
9. Use appropriate diapering and toileting procedures for infants/toddlers/children.				✔	✔	✔		CAR	LA
10. Identify elements of a healthy and safe environment.				✔	✔	✔		CAR GLO	LA
10.1. identify desirable characteristics in children's clothing				✔	✔	✔		CAR GLO	LA
10.2. explain how to held children develop good self-care habits				✔	✔	✔		CAR GLO	LA
10.3. recognize emergency situations and plan appropriate responses				✔	✔	✔		CAR GLO	LA
10.4. explain guidelines for caring for ill children				✔	✔	✔		CAR GLO	LA
11. Use appropriate and effective methods of guidance.			✔	✔	✔	✔		CAR	
11.1. describe effective discipline techniques			✔	✔	✔	✔		CAR	
12. Analyze the importance of play on the development of children.	✔							HOTS CAR	SCI
12.1. identify toys appropriate for age groups.	✔							HOTS CAR	SCI

***Infusion**

CAR	Career Education
COM	Communication Skills
GLO	Global Education
HOTS	Higher Order Thinking Skills
L/SK	Learning Skills
MCNS	Multicultural Nonsexist Education
TECH	Technology

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Home Economics Education
Occupational Child Care

Occupational Competencies / Course Titles ☞	Child Development	World of Work	Care/Guidance of Children	Child Care Management	Supervised Child Care II	Supervised Child Care III	Unit Number	Infusion*	Academic Area**
12.2. describe how young children gradually learn to play with each other	✔							HOTS CAR	SCI
13. Identify issues that relate to the care of school-age children.	✔		✔	✔	✔	✔		CAR HOTS	LA
14. Help children and adolescents learn coping skills.					✔	✔		HOTS CAR GLO	LA
15. Maintain records.				✔	✔	✔		CAR L/SK	LA
16. Follow personnel and center policies.					✔	✔		CAR FE	LA
17. Explain the functions of the center to the community.				✔	✔	✔		CAR COM	LA
18. Communicate and interact with families in an appropriate manner.					✔	✔		CAR COM	LA
19. Identify issues involved in the daily care of children with special needs.	✔		✔	✔				MCNS SCI	LA
20. Identify factors contributing to child abuse.	✔		✔	✔				GLO	LA SCI
21. Identify indications of child abuse.	✔		✔	✔	✔	✔		HOTS COM	LA SCI
22. Identify procedures for reporting and documenting child abuse.				✔	✔	✔			LA

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Home Economics Education
Occupational Child Care

Occupational Competencies Course Titles ☞	Child Development	World of Work	Care/Guidance of Children	Child Care Management	Supervised Child Care II	Supervised Child Care III	Unit Number	Infusion*	Academic Area**
23. Select and use age appropriate safety restraint when transporting children.				✓	✓	✓		HOTS	LA SCI
24. Identify legal issues related to child care to include: Confidentiality; custody; corporal punishment; personal and center liability; transporting children; and medical/emergencies.				✓				CAR	LA FE
25. Identify rules and regulations (laws) governing child care.				✓				CAR	LA FE
26. Incorporate multicultural, nonsexist experiences in all aspects of child care.			✓		✓	✓		MCNS	LA
27. Recognize and accept cultural/individual differences.	✓		✓		✓	✓		MCNS CAR	LA
28. Explain the qualities of professionalism for child care providers to include: Responsibility to children, families, staff and center; advocacy for children; professional pride; respect for children, families, and staff; and professional growth			✓	✓				CAR	LA
Leadership									
1. Follows direction.		✓						CAR	LA
2. Speaks effectively in front of others.		✓			✓	✓		COM CAR	LA
3. Leads a discussion.		✓			✓	✓		CAR COM	LA

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Occupational Child Care

Course Titles

Occupational Competencies	Child Development	World of Work	Care/Guidance of Children	Child Care Management	Supervised Child Care II	Supervised Child Care III	Unit Number	Infusion*	Academic Area**
4. Organizes an event		✔			✔	✔		HOTS	LA
5. Delegates duties.		✔			✔	✔		CAR	LA
6. Utilizes time effectively.		✔		✔	✔	✔		L/SK	FE
7. Prioritizes series of tasks.		✔		✔	✔	✔		L/SK HOTS CAR	LA
8. Defines goals.		✔		✔	✔	✔		L/SK HOTS CAR	LA
9. Works effectively with others		✔		✔	✔	✔		MCNS CAR	FE
10. Listens effectively.		✔		✔	✔	✔		COM CAR	LA
11. Facilitates group interaction.		✔			✔	✔		CAR COM	
12. Resolves conflict.		✔		✔	✔	✔		GLO CAR	LA
13. Adapts to environment/situation.		✔			✔	✔		CAR GLO	LA
14. Identifies strategies for evaluating self and others performance.		✔			✔	✔		CAR L/SK	LA
15. Identify the components of strategic planning		✔			✔	✔		HOTS CAR	LA

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Home Economics Education
Occupational Child Care

Occupational Competencies / Course Titles ☞	Child Development	World of Work	Care/Guidance of Children	Child Care Management	Supervised Child Care II	Supervised Child Care III	Unit Number	Infusion*	Academic Area**
Job Getting, Job Keeping									
1. Identifies requirements for a job.		✔						CAR	FE
2. Completes required forms.		✔						CAR	LA
3. Writes application letter and resume.		✔						CAR L/SK	LA
4. Evaluate job offer.		✔						HOTS	LA
5. Interacts with others in a courteous and tactful manner.		✔			✔	✔		CAR GLO	LA
6. Cooperates with others.		✔			✔	✔		CAR GLO	LA
7. Accepts individual differences.		✔			✔	✔		MCNS CAR	LA
8. Respects the property of others.		✔			✔	✔		CAR	
9. Organizes thoughts and clearly expresses point of view.		✔			✔	✔		HOTS COM	LA
10. Organizes thoughts and writes clearly.		✔						HOTS COM	LA
11. Exhibits dependability.		✔			✔	✔		CAR	
12. Demonstrates punctuality.		✔			✔	✔		CAR	
13. Asks for help when needed.		✔			✔	✔		CAR	LA
14. Accepts new challenges.		✔			✔	✔		CAR	

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Home Economics Education
Occupational Child Care

Occupational Competencies / Course Titles	Child Development	World of Work	Care/Guidance of Children	Child Care Management	Supervised Child Care II	Supervised Child Care III	Unit Number	Infusion*	Academic Area**
15. Accepts supervision willingly.		✔			✔	✔		CAR	LA
16. Adapts to change/demonstrates flexibility.		✔			✔	✔		CAR GLO	LA
17. Manages time effectively.		✔			✔	✔		CAR	FE
18. Follows rules and regulations.		✔			✔	✔		CAR	LA
19. Produces quality work.		✔			✔	✔		CAR	
20. Works within policies and procedures.		✔			✔	✔		CAR	LA
21. Takes responsibility for mistakes and/or good work.		✔			✔	✔		CAR L/SK	
22. Complies with safety & health regulations.		✔			✔	✔		CAR	LA
23. Utilizes equipment correctly.		✔			✔	✔		CAR	LA SCI
24. Maintains clean and orderly work area.		✔			✔	✔		CAR	SCI
25. Demonstrates personal hygiene and cleanliness.		✔			✔	✔		CAR	
26. Uses effective interviewee skills.		✔			✔	✔		HOTS COM	LA
27. Completes assigned tasks in a timely fashion.	✔	✔	✔	✔	✔	✔		CAR	
28. Addresses grievances in an appropriate manner.		✔			✔	✔			LA CAR

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29. Identify components of effective employer/ employee relationships.		✔			✔	✔		CAR	LA
30. Uses appropriate telephone skills.		✔			✔	✔		CAR	LA
31. Dresses appropriately for job assignment.		✔			✔	✔		CAR	
Entrepreneurship									
1. Explain the concept of profit.		✔		✔				HOTS	FE
2. Identify skills required of a business owner.		✔		✔				CAR	LA FE
3. Recognize relevant, ethical issues in business.		✔		✔				CAR HOTS	LA
4. Identify the personal characteristics of entrepreneurs.		✔		✔				CAR	LA FE
5. Identify the contents of a business plan.		✔		✔				HOTS	LA
6. Identify factors in obtaining finances for a new business.		✔		✔				CAR	LA FE MA

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HOME ECONOMICS RELATED OCCUPATIONS (HERO)

Model Five

Secondary Program

Food and Nutrition [1] (One Semester)	World of Work [2] (One Semester)
Food Service (One Semester)	Principles of Food Production (One Semester)
Supervised Food Service Experience (One Semester)	Supervised Food Experience (One Semester)

Service Area: Food Services and Production
Program: Home Economics Education
Competency List: Occupational Food Production and Services
Explanation:
1. See Food and Nutrition [1]. If a secondary school district offers a Family and Consumer Sciences program, this course might be one and the same for both programs provided the minimum units and minimum competencies are met.
2. See World of Work [2]. This is a core occupational course which may be used in more than one vocational service area.
3. This model illustrates post-secondary articulation.
4. Additional Competencies are in italics, merged with the list.

Model Five

Home Economics Education Occupational Child Care

Course Titles

Occupational Competencies	Food and Nutrition	World of Work	Food Service	Principles of Food Production	Supervised Food Service II	Supervised Food Service III	Unit Number	Infusion*	Academic Area**
1. Identify the seven dietary guidelines.	✔							CAR	LA SCI
1.1. classify foods according to food groups	✔							LA CAR	SCI
2. Set a correct table.			✔					CAR	LA
3. Develop a meal pattern.	✔							CAR	SCI
3.1. distinguish among foods to make menu substitutions	✔							CAR	SCI
4. Present foods pleasing to the eyes.	✔		✔	✔	✔	✔		CAR	FE LA
5. Serve food and beverages.	✔		✔	✔	✔	✔		CAR	
6. Take and place orders for food preparation.			✔		✔	✔		CAR MA	LA
7. Operate a cash register.					✔	✔		CAR	MA
8. Count change.					✔	✔		CAR	MA
9. Handle food safely.	✔		✔	✔	✔	✔		CAR	SCI
9.1. identify the temperature danger zone for bacteria growth	✔		✔	✔	✔	✔		CAR	SCI
10. Store food safely.	✔		✔	✔	✔	✔		CAR	SCI
11. Identify laws and statues dealing with food service establishments.			✔					CAR	LA FE

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Home Economics Education
Occupational Child Care

Occupational Competencies / Course Titles ☞	Food and Nutrition	World of Work	Food Service	Principles of Food Production	Supervised Food Service II	Supervised Food Service III	Unit Number	Infusion*	Academic Area**
12. Use food preparation terminology correctly				✔	✔	✔		CAR	LA
13. Prepare food in the four basic food groups.	✔			✔	✔	✔	LA	CAR	SCI
13.1. taste food correctly	✔			✔	✔	✔		CAR	SCI LA
13.2. measure ingredients correctly	✔			✔	✔	✔		CAR LA	SCI
13.3. open cans correctly	✔			✔	✔	✔		CAR	SCI LA
13.4. identify common practices of preparation and service that affect nutrient content of food	✔			✔	✔	✔		CAR	SCI LA
14. Prepare beverages.	✔			✔	✔	✔		CAR	LA
15. Follow recipes	✔			✔	✔	✔		HOTS L/SK CAR	LA
16. Operate and clean kitchen equipment.	✔			✔	✔	✔		CAR	LA SCI
16.1. adhere to safety precautions	✔			✔	✔	✔		CAR	LA SCI
16.2. operate and clean a mixer	✔			✔	✔	✔		CAR	LA SCI
16.3. operate and clean a slicer	✔			✔	✔	✔		CAR	LA SCI
16.4. operate and clean a food chopper	✔			✔	✔	✔		CAR	LA SCI
16.5operate a meat grinder	✔			✔	✔	✔		CAR	LA SCI

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Occupational Child Care

Occupational Competencies / Course Titles	Food and Nutrition	World of Work	Food Service	Principles of Food Production	Supervised Food Service II	Supervised Food Service III	Unit Number	Infusion*	Academic Area**
16.6.operate a steamer	✔			✔	✔	✔		CAR	LA SCI
16.7.operate a conventional oven	✔			✔	✔	✔		CAR	LA SCI
16.8.operate a range	✔			✔	✔	✔		CAR	LA SCI
16.9.operate and clean a deep fat fryer	✔			✔	✔	✔		CAR	LA SCI
16.10.operate and clean a broiler	✔			✔	✔	✔		CAR	LA SCI
16.11.use a French knife	✔			✔	✔	✔		CAR	LA SCI
17. Calculate food supply needs.			✔		✔	✔		CAR	MA
18. Evaluate consumer information (e.g., interpret labels).	✔		✔					HOTS	LA
19. Identify and use kitchen utensils correctly.	✔		✔	✔	✔	✔		CAR	LA SCI
20. Receive, inspect, arrange, rotate and stock inventory.				✔	✔	✔		CAR	LA
20.1.check food quality				✔	✔	✔		CAR	LA
20.2.check delivery of food, using order and invoice				✔	✔	✔		CAR	
21. Organize work areas for efficiency of time and motion.	✔		✔	✔	✔	✔		L/SK CAR	MA SCI
22. Pack and transport food, beverage and equipment to serving locations.			✔	✔	✔	✔		CAR	LA MA
								CAR	LA

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Home Economics Education
Occupational Child Care

Occupational Competencies / Course Titles	Food and Nutrition	World of Work	Food Service	Principles of Food Production	Supervised Food Service II	Supervised Food Service III	Unit Number	Infusion*	Academic Area**
23. Discuss merchandising techniques.			✓					HOTS	FE
24. Identify customer service skills.			✓					CAR	LA
24.1. pronounce words distinctly			✓					CAR	LA
24.2. use proper telephone techniques			✓					CAR	LA
25. Computer basic customer billing.			✓		✓	✓		HOTS	MA
26. Identify chemical hazards in the kitchen.			✓					CAR	SCI
26.1. demonstrate the correct use of a fire extinguisher			✓					CAR	SCI
27. Identify safety hazards in the kitchen.			✓		✓	✓		CAR	LA
28. Demonstrate cleaning of facilities.			✓	✓	✓	✓		CAR SCI	LA
Leadership									
1. Follows direction.		✓			✓	✓		CAR	LA
2. Leads a discussion.		✓						CAR COM	LA
3. Organizes an event (e.g., organizing a buffet line, special event in a cafeteria).		✓	✓	✓	✓	✓		HOTS	LA
4. Delegates duties.		✓			✓	✓		CAR	LA
5. Utilizes time effectively.		✓		✓	✓	✓		L/SK	FE

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Occupational Competencies / Course Titles ☞	Food and Nutrition	World of Work	Food Service	Principles of Food Production	Supervised Food Service II	Supervised Food Service III	Unit Number	Infusion*	Academic Area**
6. Prioritizes series of tasks.		✔		✔	✔	✔		CAR HOTS L/SK	LA
7. Defines goals.		✔		✔	✔	✔		CAR HOTS L/SK	LA
8. Works effectively with others and/or independently.		✔		✔	✔	✔			
9. Listens effectively.		✔		✔	✔	✔		CAR COM	LA
10. Resolves conflict.		✔		✔	✔	✔		GLO CAR	LA
11. Adapts to environment/situation.		✔			✔	✔		CAR GLO	LA
12. Expresses self in front of others appropriately.		✔	✔		✔	✔		HOTS CAR L/SK	LA
Job Getting, Job Keeping									
1. Identifies requirements for a job.		✔						CAR	LA
2. Completes required forms.		✔						CAR	LA
3. Writes application letter/resume.		✔						L/SK CAR	LA
4. Evaluate job offer.		✔						HOTS	LA

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Home Economics Education
Occupational Child Care

Course Titles

Occupational Competencies	Food and Nutrition	World of Work	Food Service	Principles of Food Production	Supervised Food Service II	Supervised Food Service III	Unit Number	Infusion*	Academic Area**
5. Interacts with others in a courteous and tactful manner.		✔			✔	✔		GLO CAR	LA
6. Identifies work ethic characteristics.			✔					CAR	LA
7. Cooperates with others.		✔			✔	✔		GLO	LA
8. Identify job placement opportunities.		✔	✔					CAR	LA FE
9. Accepts individual differences.		✔			✔	✔		MCNS CAR	LA
10. Respects the property of others.		✔			✔	✔		CAR	LA
11. Organizes thoughts and clearly expresses point of view.		✔			✔	✔		HOTS COM	LA
12. Organizes thoughts and writes clearly.		✔						HOTS COM	LA
13. Exhibits dependability and commitment.		✔			✔	✔		CAR	LA
14. Demonstrates punctuality.		✔			✔	✔		CAR	
15. Asks for help when needed.		✔			✔	✔		CAR	
16. Accepts new challenges/demonstrates flexibility.		✔			✔	✔		CAR	LA
17. Accepts supervision willingly.		✔			✔	✔		CAR	

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Occupational Competencies (Course Titles)	Food and Nutrition	World of Work	Food Service	Principles of Food Production	Supervised Food Service II	Supervised Food Service III	Unit Number	Infusion*	Academic Area**
18. Manages time effectively.		✔			✔	✔		CAR	FE
19. Follows rules and regulations.		✔			✔	✔		CAR	LA
20. Produces quality work.		✔			✔	✔		CAR	
21. Works within guidelines.		✔			✔	✔		CAR	LA
22. Takes responsibility for mistakes and/or good work.		✔			✔	✔		L/SK	LA CAR
23. Complies with safety and health rules.		✔			✔	✔		CAR	LA
24. Demonstrates personal hygiene and cleanliness.		✔			✔	✔		CAR	LA
Entrepreneurship									
1. Identify entrepreneurship opportunities available in food production and service occupations.		✔	✔					CAR	FE
2. Explain types of business ownership.		✔						CAR	LA

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HOME ECONOMICS EDUCATION
Food Production and Services
Postsecondary

Level One (See Postsecondary Course Options) of this sample articulated program would address the minimum competencies: this assumes the student was not enrolled in a secondary home economics program. With Level Two (See Postsecondary Course Options) articulation could begin; this list indicates the competencies established at a post-secondary institution for level two courses.

Occupational Competencies by Course

Nutrition/Menu-Planning

1. Plan nutritional sound menus for breakfast, lunch, dinner
2. Design fast food diets
3. Recommend daily servings for persons in various life cycles.
4. Identify common practices of preparation and service that affect nutrient content of food.
5. Establish menus for special diets: consistency, diabetic, low-fat, low-cholesterol, low sodium, high fiber, low fiber, controlled protein, potassium level, iron level.
6. Calculate calories from grams of protein, fat, carbohydrate.
7. Evaluate menus for adequacy of various nutrients.
8. Evaluate menus using predetermined checklist.
9. Compare nutritional content of foods by information on labels.
10. Prepare market order worksheets.

Baking

1. Follow safety procedures
2. Clean and sanitize
3. Conduct cost-control procedures
4. Prepare icings
5. Prepare cakes
6. Prepare toppings and fillings
7. Prepare quickbreads
8. Prepare cookies
9. Prepare pies
10. Prepare yeast-raised products
11. Prepare pâte à choux products
12. Prepare puff pastry
13. Prepare cake doughnuts
14. Prepare desserts

Purchasing and Cost Control

1. Prepare market order
2. Write specifications for food items
3. Compare prices and products of vendors
4. Prepare a purchase order
5. Prepare a receiving record
6. Perform a time study
7. Complete a flow or travel diagram
8. Implement a method to increase productivity
9. Calculate cost per meal
10. Calculate cost for one week
11. Weigh meats when received
12. Analyze procedures for maintaining cost control in food storage areas
13. Figure minutes of labor per meal
14. Complete inventory
15. Record food purchases, supplies, and equipment on a daily summary cost record
16. Conduct inservice on energy conservation
17. Solve problems concerning ways to reduce labor costs

Postsecondary Course Options

LEVEL ONE*

- Food and Nutrition
- Principles of Food Production
- Food Service
- Supervised Food Service
- World of Work

* Based on minimum Competency List: Occupational Food Production and Services

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LEVEL TWO**

- Nutrition and Menu Planning
- Advanced Food Production
- Baking
- Purchasing and Cost Control
- Buffet Principles
- Work Experience

** This may be the advanced placement program if a student has accomplished the minimum competencies in 9-12.

LEVEL THREE***

- Culinary Skills
- Sales and Management
- Personnel Supervision
- Restaurant Layout
- Advanced Baking
- Gourmet Restaurant

***This level may or may not be part of the student program: this might imply further specialization.

Course Titles for Home Economics Related Occupational Programs

CHILD CARE

- Childrens Play and Equipment
- Infant/Toddler Care
- Growth and Development of Children
- Safety/Emergency Procedures
- Children's Literature
- Child Health, Safety & Nutrition
- Principles of Child Care
- Child Development Study Tour
- Behavior & Guidance of Children
- Parent/Family/Community Relationships
- Play & Creative Arts
- Special Children
- Nanny Orientation
- Child Care Management
- Nutrition for Young Children
- Exceptional Children
- Literacy Development & Music for Young Children
- Administration of Programs for Children
- Observing Child Behavior
- Science/Math for Young Children

HOME FURNISHINGS

- Basic Design
- Color Theory
- Architectural Systems/Graphics
- Materials
- Interiors
- Sales & Business Operations
- Kitchen-Bath Design
- History of Art & Architecture
- Display Techniques
- Textile Design
- Field Project
- Three-Dimensional Design
- Interior & Exterior Landscaping
- Residential Design
- Design Fundamentals
- Interior Backgrounds/Window Treatments
- Color for Interiors
- Lighting
- Quality Buying
- Contract Design
- Interior Materials/Structure
- Professional Practices for Interior Designers
- Modern Design/Current Trends

CLOTHING, APPAREL AND TEXTILES

- Custom Alterations
- Custom Tailoring & Alteration
- Fashion & Fabric Coordination
- Fashion Orientation
- Textiles
- Wardrobe Analysis
- Costume Design
- Retailing Practices
- Sales
- History of Costume
- Visual Merchandising
- Communications
- Principles of Supervision
- Fashion Shows & Coordination
- Pricing
- Flat Pattern Design
- Textile Trends
- Related Law
- Advertising & Sales Promotion
- Merchandise Planning & Control
- Contemporary Consumer Issues
- Special Projects
- Textile Design
- Quality Apparel Analysis

Food Production and Services

- Culinary Arts
- Introduction to Food Services
- Applied Food Service Math
- Counter Service Operations
- Table Service
- Pantry Food Preparation
- Basic Food Preparation Principles
- Basic Meat, Poultry, Fish Identification
- Vegetables, Potatoes, Rices & Farinaceous Products
- Stocks, Sauces & Soups
- Breakfast Foods
- Quality Assurance
- Institutional Food Preparation
- Buffet Preparation & Service
- Purchasing and Receiving
- Menu Design
- Hotel & Restaurant Food Production
- Dessert & Sugar Speciality Work
- Cake Decorating
- Ice Sculpturing
- Food Service Related Law
- Management Internship
- Baking

Institutional Home Management

- Introduction to Business/Entrepreneurship
- Executive Housekeeping
- Custodial Services
- Management Supervisory Skills
- Professional Development

RESOURCES AND REFERENCES

Professional Organizations

A major function of professional associations is communication. They provide the members of the association a forum or organized manner in which priorities may be established and focused. They provide continuing education and opportunities for professional development for members. The success of our professional association depends upon active participation of each member. Several professional organizations work to promote the visions and goals of Home Economics.

American Home Economics Association (AHEA):
The American Home Economics Association (AHEA) is a professional organization of home economists in education, business, industry, government and research. Home economists interested in education select the Elementary, Secondary, and Adult Education (ESAE) Section of AHEA as their profession section.

- seeks to unify all facets of the profession
- strives to improve the quality and standards of individual and family life through education, research, co-operative programs and public information
- provides an opportunity for home economists to speak out in one voice for the profession
- provides the opportunity for interaction with other professionals and development of leadership skills
- conducts workshop and annual meeting programs for home economics educators
- promotes legislation which directly and indirectly supports home economics education

Certified Home Economist (C.H.E):
In June 1986, AHEA initiated a program to certify home economists. This professional development plan requires that each certified home economist (CHE) be recertified every three years; the process involves completion of 75 approved professional development units (PDUs). One of the most important purposes of this program is to encourage increased continuing education among practicing professionals in the field of home economics.

Iowa Home Economics Association (IHEA):
Iowa Home Economics Association (IHEA) is the state level affiliate of AHEA. It continues the goals of the national group as well as promotes individual state initiatives.

Home Economics Education Association (HEEA):
The Home Economics Education Association (HEEA) is an organization of home economics educators and others associated with or interested in home economics instruction in schools and colleges. HEEA is a non-governance affiliate of the National Education Association.

- strives to help home economics promote better understanding of family and community life
- strives to improve the quality of home economics instruction and to broaden the scope of the curriculum
- promotes effective programs of home economics education and supplements existing services available to home economics educators
- publishes materials for educators and cooperates with other associations in related fields
- works with other organizations to support legislative goals of home economics education

American Vocational Association (AVA):
The American Vocational Association (AVA) is an organization of vocational educators. The National Association of Vocational Home Economics Teachers (NAVHET), affiliate of AVA, is an organization of vocational home economics educators.

National Association for Vocational Home Economics Teachers (NAVHET):
•provides an opportunity for its members to contribute to group action dealing with issues of national importance

- seeks to provide an opportunity for an exchange of ideas, materials and experiences, through its newsletters and meetings
- seeks to support AVA's goals, purposes, and legislative platform.
- works with AVA and other affiliates of the Home Economics Division of AVA to promote legislative efforts enhancing vocational home economics education.

Iowa Vocational Association (IVA):
Iowa Vocational Association (IVA) is the state affiliate of AVA. It promotes the ideals and goals of AVA at the local level.

The National Association of Postsecondary Adult Vocational Home Economics Educators (NAPAVHEE):
The National Association of Post Secondary Adult Home Economic Educators (NAPSAHE) is also a division of AVA.

Iowa Home Economics Educators for Progress (IHEEP)
IHEEP is a state level association formed by vocational home economics educators to provide a network of support and to influence legislative policy regarding vocational home economics education at the local, state, and national levels.

IHEEP goals are to:

- continue to actively function as a two-way communications network for vocational home economics
- maintain and encourage awareness of vocational policies among home economics educators and encourage their involvement in influencing that policy
- activate a support system among home economics teachers
- design, obtain, and disseminate policy information pertaining to vocational home economics
- inspire active commitment among Iowa's vocational home economics teachers to excellence in their local programs
- support efforts to establish vocational home economics partnerships with business and industry in the state

OTHERS:
Two other professional organizations which support the goals of continuing education are the American Association of Junior Colleges (AAJC) which has a section for the home economics coordinators and Iowa Association of Life Long Learning (IALL).

There are numerous subject specific professional organizations in existence. Home Economics Occupational instructors are often involved in these groups. Below is a listing of some of these organizations:

CHILD CARE

National Early Childhood Organizations

American Montessori Society
150 Fifth Ave.
New York, NY 10011
(212) 924-3209

Association for Childhood
Education International
11141 Georgia Ave., #200
Wheaton, MD 20902
(301) 942-2443

National Association for the
Education of Young Children
1834 Connecticut Ave. NW
Washington, DC 20009

National Association for
Family Day Care
6763 South Ashway
Littleton, CO 80122

National Association of Early
Childhood Teacher Educators
201 McGuffey Hall
Miami University
Oxford, OH 45056
(513) 529-6621

Association on
Children Under Six
Box 5403 Brady Station
Little Rock, AR 72215
(501) 663-0353

HOME FURNISHINGS

- American Society of Interior Designer (ASID) Also, student organization
- Interior Design Educators Council (IDEC) includes Community College Educators
- International Society of Interior Designers (ISID)

CLOTHING, APPAREL AND TEXTILES

- Iowa Textile & Apparel Association
- Costume Society of America
- Association of College Professors of Textile & Clothing (includes Community College Staff)
- Marketing Education Association & National Education Association
- National Retail Association
- American Home Sewing Association

FOOD PRODUCTION AND SERVICES

American Culinary Federation
Educational Institutue
P.O. Box 3466
St. Augustine, Florida 32084

The Educational Foundation of the
National Restaurant Association
250 S. Wacker Drive - Suite 1400
Chicago, Illinois 60606-5834

FOOD PRODUCTION AND SERVICES continued

The Educational Institute of the
American Hotel - Motel Association
P.O. Box 1240
East Lansing, Michigan 48826

American Home Economics Association
Council on Hotel, Restaurant &
Institutional Education
1200 17th St. NW
Seventh Floor
Washington, D.C. 20036

National Association of College &
University Food Services
Room 7 Olds Hall
Michigan State University
East Lansing, MI 48824

Retail Bakers of America
Presidential Bldg., Suite 250
6525 Belcrest Road
Hyattsville, Maryland 20781

American Dietetic Association
Dietary Managers Association
400 E. 22nd St.
Lombard, Illinois 60148

MidAmerica Hospitality Educators
(Now Affil. Chapter of CHRIE)
Home Economics Department
Western Illinois University
Macomb, Illinois 61455

INSTITUTIONAL HOME MANAGEMENT

Institution Memberships:

National Association of Home Care
Organizations
Washington, D.C.

National Society of Fund Raising Executives
Alexandria, Virginia

Joint Commission on Accreditation
of Health Care Organizations
Oak Terrace, Illinois

Iowa Public Health Association
Des Moines, Iowa

Individual Members:

Iowa League of Nursing
Des Moines, Iowa

American Nurses Association
Kansas City, Missouri

Iowa Nurses Association
Des Moines, Iowa

Iowa Association for Home Care
Des Moines, Iowa

"County" Human Services Council

These professional organizations further the interest of the profession, provide services for members, increase professional opportunities, and develop skills of professional excellence.

(Adopted from: Handbook for Vocational Home Economics in Iowa, Consumer and Homemaking Education)

Vocational Student Organizations

Vocational-technical educators have long recognized the importance of providing students personal and professional leadership development competencies that complement the job specific knowledge and skills needed for entry and successful progression in a particular career field. The vocational student organization (VSO) has evolved as the instructional strategy to provide students with personal and professional leadership development. The ten (10) national vocational student organizations that are recognized by the United States Department of Education are:

Business Professionals of America
DECA - Delta Epsilon Chi
Future Business Leaders of America - Phi Beta Lambda
National FFA Organization
Future Homemakers of America
Health Occupations Students of America
National Postsecondary Agricultural Student Organization
National Young Farmers Education Association
Technology Student Association
Vocational Industrial Clubs of America

Vocational student organizations (VSOs) provide a unique program of career and leadership development, motivation, and recognition for middle/junior high, secondary, postsecondary, adult and collegiate students enrolled in vocational-technical education programs. The VSO is a powerful instructional tool that works best when integrated into the vocational-technical curriculum.

VSOs Reinforce Workplace Basics

While employers say that the most important skills for any employee are the "basics"--reading, writing and arithmetic, they want much more. In addition to the vocational skills needed for entry level employment and advancement, employers express the need for a workforce that is capable of:

- knowing how to learn
- reading, writing and computation
- communicating effectively
- creative thinking and problem solving
- personal management
- group effectiveness
- setting personal and career priorities

Active participation in a VSO helps students achieve these characteristics making them more attractive to employers, and better able to compete in the market place for success in their chosen careers.

The VSO: An Instructional Strategy

VSOs are extremely effective "instructional tools" when used properly. VSO activities are integral to vocational-technical education and most effective when they:

a. are strategies used to develop, improve, and expand occupational competencies increasing the relevance of instruction;

b. are an extension of the classroom and laboratory instructional program which enriches and enhances student learning;

c. provide organized activities for students to gain personal and leadership knowledge and skill making them more employable and preparing them to assume positive roles in the home and community;

d. demonstrate goals and purposes which parallel the philosophy of vocational-technical education and its service areas within the program;

e. provide realistic learning experiences in an organized program which are directly related to the preparation of individuals for employment in careers and preparation for their role as family members and citizens.

The VSO Chapter - Developing Leadership Competencies

Early studies determined that leadership at secondary and postsecondary levels was "predictive of later leadership in adult business and social activities." It was further found "that leadership in student led activity was more highly related to various criteria for adult success than were scholarship or academic achievement" (Base, 1981). The VSO chapter is not intended to replace the classroom or laboratory, but rather to supplement them, thus providing students the opportunity to develop leadership competencies in addition to the knowledge and skills they are learning in their vocational-technical education program.

Integrating Competitive Events into the Educational Program

Most VSOs offer a competitive events program. The competitive events program has several purposes. Among them are:

- motivate students
- assist students in developing confidence in themselves and their occupational knowledge and skills
- develop self esteem
- refine occupational knowledge and skills
- develop individual and group leadership skills

The competitive events program of the VSO is an effective instructional tool to achieve the above and as a result, help students be more effective in their chosen career field. Competition is the means by which these goals are achieved, not the end or sole purpose of the activity. Likewise, the medallion, plaque or trophy the student might win is an added incentive, but not the purpose of the competition.

Competitive events can also help vocational education programs attract more students to their respective career fields, as well as encourage excellence in individual and team performance. Classroom and laboratory grades alone will not always motivate the student to give her or his very best and or achieve in their chosen career.

Competition also prepares vocational students for a highly competitive and demanding workforce. Graduates from vocational programs must have a competitive spirit if they are to advance within their chosen career fields. VSO members will have the opportunity to gain this "competitive edge" if they have participated in the competitive events program sponsored by the ten vocational student organizations. In the tradition of the Olympics, "you get the best from yourself when you give the best of yourself."

Summary

All students enrolled in a vocational-technical education program may also be actively involved in their respective VSO. To achieve this goal it is essential that vocational-technical instructors and school administrators understand the nature and purpose of the VSO. The VSO can greatly enhance the ability of the graduate of the vocational program to enter and advance in employment, as well as be a productive member of society. As a result, the vocational-technical education instructor should plan to integrate the VSO into the curriculum as it is being planned and developed.

Future Homemakers of America

Did you ever dream that teaching would put so many demands on you . . . make the curriculum relevant . . . address major social problems like teenage pregnancy, suicide, and drug abuse . . . teach basic skills in reading, math, and science . . . even justify the existence of the home economics program?

That's what you as a home economics educator have to do today! Of course, you also have to keep up-to-date with the subject matter as well as educational techniques and resources. You try to juggle your professional and family commitments. It leaves little time for extras and little time for yourself.

Then someone asks, "Would you consider starting an FHA/HERO chapter at your school?" Your reaction might be, "Sure, if I had another 12 hours every day." After all, how can you take on any more? Who would appreciate it? How would you benefit?

Yet 11,000 teachers like you — busy, concerned about the quality of their programs, interested in their students' welfare have discovered being an FHA/HERO adviser benefits them professionally, helps their students personally, and enriches the home economics program. The secret lies in these points. Future Homemakers of America:

- makes teaching home economics easier, and more fun
- reinforces academic skills
- makes the curriculum relevant to students
- develops student ownership of the home economics program
- convinces administrators of the value of the home economics program
- teaches students decision making skills
- sells the home economics program to parents and the community
- brings the community into the classroom

Exactly how can Future Homemakers of America do all that? This organization builds on the interests and enthusiasm of students, coupled with the support of a state and national network and a wealth of ideas and resources.

What is Future Homemakers of America?

You may have had an entirely different perception of Future Homemakers of America. Let's see how much you already know. Did you know:

- Future Homemakers of America is one of several vocational student organizations?
- Future Homemakers of America has involved more than seven million students since 1945?

- Membership is open to any student who is taking or has taken a home economics course?
- Future Homemakers of America is the only in-school student organization with the family as its central focus?
- Membership is open to both males and females?
- Students plan projects relating their home economics courses?
- Students in occupational home economics courses can join?
- Members can participate in programs and activities on the local, state and national levels?
- Programs deal with current teen issues?
- Chapters can be of several types? FHA chapters are for students enrolled in family and consumer sciences, HERO chapters are for students enrolled in occupational home economics, and FHA/HERO chapters combine these two.

These are just the basics. This monograph is designed to answer your questions about what Future Homemakers of America offers you, how it makes your job easier, and how it makes home economics more meaningful and interesting for your students. You'll learn the how-to's of starting a chapter, developing student interest, planning programs, and using the resources of the state and national organization.

The details will be covered in later chapters. First, let's explore how Future Homemakers of America can contribute to your primary concern—teaching.

Future Homemakers of America is a national organization of students who have taken or are taking a course in home economics classes through grade 12.

Future Homemakers of America is incorporated as a private, non-profit vocational organization. FHA/HERO is one of the nine national vocational student organizations which operate through vocational education programs in schools.

How does Future Homemakers of America relate to class?

The main goal is the same: to improve personal, family, community, and job/career life. The home economics teacher is the advisor of the chapter. The teacher/advisor uses the structure of the FHA or HERO experiences in planning and directing their own activities that in turn give home economics class learning more meaning.

FHA CHAPTERS	HERO CHAPTERS
Emphasize preparation for community and family life, recognizing that work of family will fill multiple roles as wage-earners.	Emphasize preparation for jobs and careers in home economics-related occupations, recognizing that wage-earners will fill multiple roles as family members.
HOME ECONOMICS CLASSES	**HOME ECONOMICS OCCUPATIONS CLASSES**
•child development •family living and parenthood •food and nutrition •clothing and textiles •housing and home management •consumer education	•food management production, and services •clothing management, production, and services •home furnishings, equipment, and service occupations •institutional and home management and supporting service occupations •child service occupation

What Are FHA and HERO?

There are two types of chapters in Future Homemakers of America/Home Economics Related Occupations (FHA/HERO), which meet the different interests and needs of home economics students:

FHA Chapters emphasize consumer homemaking education. Chapters also explore home economics related jobs and careers with the realization that work of the family fill multiple roles as community leaders and wage earners.

HERO Chapters emphasize preparation for jobs and careers in home economics related occupations with recognition that workers also fill multiple roles as family members and community leaders.

FHA/HERO Chapters combine FHA and HERO chapters.

Mission

The mission of Future Homemakers of America is to promote personal growth and leadership development through home economics education. Focusing on the multiple roles of family member, wage earner, and community leader, members develop skills for life through:

- character development;
- creative and critical thinking;
- interpersonal communication;
- practical knowledge; and
- vocational preparation.

Purpose

The purposes of the organization shall be as follows:

1. To provide opportunities for personal development and preparation for adult life.

2. To strengthen the function of the family as a basic unit of society.

3. To encourage democracy through cooperative action in the home and community.

4. To encourage individual and group involvement in helping achieve global cooperation and harmony.

5. To promote greater understanding between youth and adults.

6. To provide opportunities for making decisions and for assuming responsibilities.

7. To prepare for the multiple roles of men and women in today's society.

8. To promote home economics, home economics careers and related occupations.

FUTURE HOMEMAKERS OF AMERICA:

helps students

- develop a personal leadership style
- experience the satisfaction of helping others
- work with others toward common goals
- develop employability skills
- understand themselves and relationships with others
- gain new friends through shared group experiences
- explore the changing roles of women and men
- gain recognition for accomplishments on local, state and national levels

helps teachers

- enrich classroom teaching and motivate students to learn
- publicize the home economics program to parents, administrators and community
- attract more students into the home economics program
- establish rapport with students
- develop leaders who can be of assistance in the classroom

helps schools

- motivate and improve students' attitudes toward school and learning
- promote community involvement
- integrate life skills into home economics education classes and make school and life relevant to one another
- gain parental and community support for programs
- support school activities

helps communities

- prepare students for responsible citizenship
- provide volunteer services to those in need
- gain young citizens who have employment skills

Chapter projects focus on a variety of youth concerns, including nutrition and fitness, teen pregnancy, strengthening family relationships, energy conservation, working with children and the elderly, teen-run businesses, youth employment and career exploration.

Membership

Who may join?

Any student who has taken or is taking a course in home economics education may join an established chapter in his or her school. Chapters are found in public and private junior and senior high schools and some middle schools. There are chapters in all 50 states; Washington, DC; Puerto Rico; the Virgin Islands; and Guam.

Membership is voluntary for all students who have taken or are taking a course in family and consumer sciences (FHA chapters) or home economics related occupations (HERO chapters).

Both young women and men are members of Future Homemakers of America, FHA and HERO chapters.

How is Future Homemakers of America financed?

Future Homemakers of America is supported primarily by student membership dues paid annually. The organization also seeks individual, corporate and foundation gifts. State association dues are set by each association and are voted on by the state membership. Regional and chapter dues are set by each individual group and approved by the members. In addition, chapters may receive money through donations, grants, and fund-raising activities.

What does your membership support?

- A national headquarters and national staff in Reston, Virginia, who work full-time for you and every other FHA and HERO member.
- An ongoing program of public relations designed to tell people about the activities and projects of home economics students that improve family and community life including employees trained for their jobs.
- A national supply service through volume sales which reduce costs and make chapter items such as pins, stationery, and certificates available to members at a lower cost than individual states or chapters could provide.
- Experiences that help you develop your own leadership style and job skills by attending regional, state, and national conferences.
- Activities and personal successes that you can include on job, school, and scholarship applications.
- Teen Times sent to each chapter member four times per year.
- Three issues of Fragments FHA/HERO newsletter for your chapter to show off their activities.

- Being able to sharpen your public speaking skills.

- Having the opportunity to run for regional, state, and national offices to spread the news of FHA/HERO. Participate in STAR (Students Taking Action for Recognition) Competitive Events

- State membership booklet for each member to be "in the know" about Iowa FHA/HERO.

Program

The Future Homemakers of America program provides opportunities for leadership development through group and individual activities based on members' concerns and interests within the framework of the home economics curriculum.

The following are programs available for all FHA/HERO members. Contact your local chapter advisor for more information regarding any of these programs.

STAR Events

STAR (Students Taking Action for Recognition) Events are competitive events in which members are recognized for proficiency and achievement in chapter and individual projects, leadership skills, and occupational preparation.

Power of One

Personal growth is what Power of One is all about. It is a program for FHA/HERO members who want to work on their own to achieve personal goals. Power of One helps individuals to identify those areas of greatest importance, then turn goals into a realistic plan of action that can be completed in a short time. When the goals are achieved, FHA/HERO members are recognized for their accomplishments by local chapters as well as the state and national associations.

Student Body

Student Body is a national peer education program based on the belief that teenagers can successfully encourage other young people to develop good attitudes and habits toward self-awareness, nutrition, and fitness today in order to prepare themselves for a lifetime of optimal health.

The Student Body program has three goals:

- to provide facts in the areas of self-awareness, nutrition, and fitness that will aid young people in making informed, responsible decisions

- to use peer influence to support responsible health behavior

- to provide peer educators with an opportunity to develop communication and leadership skills

Families and Futures

Families and Futures is a peer education approach promoting individual and family health. Young people today will greatly influence the health of families tomorrow. The following three goals summarize the challenge to peer educators who make the decision to get involved:

- To provide facts for future adults and potential parents that will aid them in making informed, responsible decisions regarding individual and family health with special emphasis on responsible childbearing and health habits that have an effect on the health of future generations.
- To use peer influence in support of responsible health behavior.
- To provide peer educators with an opportunity to develop communication and leadership skills.

Financial Fitness

The goal of the Financial Fitness program is to help teens learn basic skills vital to managing money and to share that information with other teenagers.

The benefits of participating in this program include:

- learning how to manage your personal finances better;
- developing talents you haven't exercised before;
- improving your communication and interpersonal skills;
- gaining recognition from friends, school, and community;
- receiving satisfaction from helping others;
- learning more about careers in financial planning.

Leaders At Work In Food Service

This new program is for HERO members enrolled in food service training programs.

Students will design an individual project to sharpen their leadership skills while on the job.

They can apply for recognition as one of the program's outstanding leaders. From this pool of leaders, four will be selected to compete for a $4,000 scholarship offered by the Greater Baton Rouge Culinary Federation. Another will be selected to win a full tuition, four-year scholarship (currently valued at $24,000) to Johnson and Wales College in Providence, Rhode Island.

NutraSweet 100% Award for Community Service

The NutraSweet Company will be sponsoring the community service award program for the coming school year.

This recognition opportunity is open to all FHA/HERO members. Winners will be selected based on a written presentation describing how they recognized a specific community need and provide a service to meet that need using home economics skills.

Japanese Exchange Program

FHA/HERO and the Kikkoman Corporation sponsor scholarships to send 20 members to Japan during the summer. While there FHA/HERO members live with a Japanese family and experience international culture first hand.

Applicants for the exchange program are FHA/HERO members in their sophomore or junior year of high school. Winners help promote better understanding between American and Japanese people.

Model Programs
for
Industrial Education

Developed by Program Management Committee

Program Management Committee & Technical Assistance Group

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Section 1

Mission Statement For Industrial Education

To provide industrial education programs that prepare students of diverse populations for an occupation upon graduation from high school. These programs will articulate with postsecondary programs.

Goals for Industrial Education

Career Education

Students will:

- * experience a diversity of cultural and economic variables as they relate to employment and equity.
- * be able to recognize when courses, occupations, and/or life roles are categorized on the basis of race, sex, creed, or stereotyping rather than on the basis of skills required.
- * identify and examine career paths beyond high school at post-secondary levels.
- * develop an understanding and appreciation of the role of the worker in industry and society.
- * demonstrate self-reliance, self-discipline, and resourcefulness in working and pursuing career goals.

Industry and Technology Literacy

Students will:

- * develop attitudes and technical skills that allow them to adapt to and cope with an everchanging technical society.
- * develop critical thinking skills, questioning skills, and decision-making skills to solve problems.
- * understand the impact of technology including its organizations, techniques, tools, and skills to solve problems and extend the human potential.
- * identify the processes of industry including research and development, manufacturing, testing, and marketing.

Employability

Student will:

- demonstrate appropriate general employment skills: (1) oral expression; (2) use of reference and service materials; (3) written expression; (4) problem solving techniques; and (5) occupational specific skills.
- develop the abilities, work habits, attitudes, and skills as they relate to working with tools, machines, materials, and processes.
- develop safety habits, attitudes, and learn to comply with safety regulations.
- perfect a sense of initiative, creativity, pride, and achievement in their work.
- develop leadership, job-seeking and job-getting skills, and entrepreneurial skills.
- apply mechanical, fluid, electrical, and thermal principles to specific entry level employment skills.
- understand the need for precision, accuracy, and quality in producing a product or providing a service.

Industrial Education Programs

Industrial education programs, as referred to in the new legislation encompass two categories of instructional programs; industrial technology and trade & industrial.

Industrial Technology means: "an applied discipline designed to promote technological literacy which provides knowledge and understanding of the impacts of technology including its organizations, techniques, tools, and skills to solve practical problems and extend human capabilities in areas such as construction, manufacturing, communications, transportation, power and energy."

This definition from the new standards, was adopted from the definition of technology education from the Carl Perkins legislation. In Iowa certification for all industrial arts educators has been changed to industrial technology educators. The teacher education programs are promoting this definition, but many of the current industrial technology teachers have not changed their curriculum to reflect the technology side of their job.

Trade and industrial programs prepare individuals for employment in such areas as protective services, construction trades, mechanics and repairers, precision production, transportation, and graphic communications. Instruction includes regular systematic classroom activities, followed by experiential learning with the most important processes, tools, machines, management ideas, and impact of technology.

Technology Education as Industrial Technology Education

Technology education is an important part of industrial technology because it provides a basis for many of the vocational programs and their related industrial occupations. In preparation for meeting the vocational requirements there are several important considerations for the industrial technology educator.

First, technology principles are transferable to many occupations. Students take industrial technology courses for many reasons and some may be considering technical occupations. If career education is a part of technology education then they may realize the transferability of many of the broad-based technology principles to occupational skills. Showing the students that career opportunities are related to or make use of certain technologies is an important component of technology education if students are going to see any relevance in the subject.

Second, technology education appeals to a larger audience than specific trade and industrial programs. Technology education students often feed the trade and industrial programs. Therefore, they are important for helping students make occupational course selection.

Third, technology education can provide basic skills needed for safety, basic tool and equipment usage, and material selection. These basic occupational skills form a foundation for the trade and industrial courses. Fourth, technology education provides the basic problem solving and decision making skills important for the modern workplace. The need for the employee to make snap decisions is ever increasing with the complexity of the high tech workplace.

When developing a technology curriculum an introductory course that covers all four of the clusters should be considered. It should stress hands on problem solving activities related to the current technological problems encountered in every day living as well as the workplace. Computer aided drafting, robotics, and computer aided manufacturing are some of the subjects that should be covered.

Principles of Technology is a course which offers students a practical physics and provides applications for many scientific principles. By using the tools and equipment of a given trade in lab activities you can specialize PT content for a given occupation.

Models of technology education can be found in the Exploring Technology Series from the Mid America Vocational Curriculum Consortium (MAVCC). Also state guides on technology education from Wisconsin and New York are good references when developing curriculum.

Technology education is an important part of our heritage. It is a program that provides a modern approach to traditional industrial arts. It can attract many more students into the technical occupations of vocational education. Industrial technology teachers need to realize that they need to teach industry AND technology. Without the occupational preparation component many students will not see the relevance of continuing their education toward a technical occupation.

Seventh and Eighth Grade Requirements

Introduction

The vocational standards legislation amended section 12.5 (4) of the Code of Iowa pertaining to grades 7 and 8 states that effective July 1, 1992 this section will read as follows:

> "12.5(4) Junior high program, grades seven and eight. The following shall be taught in grades seven and eight: English-language arts, social studies, mathematics, science, health, human growth and development, *family and consumer, career, and technology education*, physical education, music, and visual art. *Instruction in the following areas (family and consumer, career, and technology education) shall include the contributions and perspectives of persons with disabilities, both men and women and persons from diverse racial and ethnic groups, and shall be designed to eliminate career and employment stereotypes.*"

Prior to this change there had been no state standard requirement for career or vocational subjects at this level. However, many schools do offer industrial technology courses as part of their required exploratory program for 7th and 8th grade students.

The definition of technology education that the state has adopted addresses a broad-based perspective:

> Technology education instruction shall include awareness of technology and its impact on society and the environment; furthering students' career development by contributing to their scientific principles, technical information and skills to solve problems related to an advanced technological society; and orienting students to technologies which impact occupations in all six of the required service areas. The purpose of this instruction is to help students become technologically literate and become equipped with the necessary skills to cope with, live in, work in, and contribute to a highly technological society.

Industrial technology teachers, as a profession, have been making a transition to a broader based technology education curriculum and should be in the best position to address all the aspects of this new definition. However, it should be noted that this definition includes all the occupational clusters and not just those associated with industry. Therefore, the current industrial technology curriculum for 7th and 8th grade may need to be modified to reflect this change.

The teaching of technology education is a requirement for both seventh and eighth grades. If technology education is currently being offered to only one of these grades it will have to be offered to the other grade as well. The local district may require that all students take these courses. The state law requires simply that instruction in these areas is taught in the local school setting. No specific time frame is required. There is nothing in the legislation mandating the district to use an industrial technology instructor to teach technology education. If the technology education instruction takes place in the industrial technology program the teacher, as in the past, must have proper licensure (certification). Industrial technology is one of the areas requiring a specific credential in the middle school or junior high school.

Recommendations for a Quality Program

Seventh and eighth grade exploratory programs are an important part of vocational education. Students need career education and hands-on activities related to careers to make good decisions on planning their high school classes. Therefore, a quality program should be taught by an industrial technology instructor who is familiar with the high school curriculum and can help students make career decisions.

The length of the offering at the seventh and eighth grades should be at least 18 weeks for a quality program.

Many states have a good junior high or middle school curriculum already developed. Iowa, through the Mid America Vocational Curriculum Consortium, has been a part of developing a junior high exploring technology curriculum. The consortium's guide, Exploring Technology Series, is recommended for meeting this requirement. MAVCC may be accessed by calling 1-800-654-3988, or writing MAVCC, 1500 West Seventh Avenue, Stillwater, OK 74074.

Importance of Seventh and Eighth Grade Technology Education

Career Education

During seventh and eighth grade many students are beginning to consider career options they will pursue in the coming years. Therefore, they need career education information and experiences that expose them to the world of work. Technology education can provide this exposure through exploratory activities that relate to clusters of occupations. This should help students narrow their choices and select appropriate high school courses that could assist them in preparing for that career. This is also a time when students further associate the roles of men and women in the workplace. Therefore, it is important that nonsexist materials and presentations be made to prevent the stereotyping of any occupation.

Industry and Technology Literacy

The study of industry as an organization of society is important because many occupations have industrial connections. Field trips, mass production projects, and model construction projects are just a few of the ways a teacher might address the importance of industry in the seventh and eighth grades.

Technology is much broader than industry and that is why we should look at industry and technology instead of just industrial technology. This should be apparent when reading the definition of technology education stated earlier. Technology affects all occupations, not just the industrial ones. Therefore, we need to cover technology as a global perspective.

Technology has changed more in the past fifty years than in all previous history. Science and technology are allowing us to make many improvements in the way we work and live. Health innovations are increasing our life span and giving us a better quality of life. Students who study technology should be able to:

- adjust to the changing environment;
- deal with forces that influence the future; and
- participate in controlling their own destiny.

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Employability

In the junior high or middle school grades we don't usually address specific job skills, however, work attitudes that relate to safety can provide a start on the development of skills needed for employment. Safety is very important in the workplace and in our daily living and the earlier we start teaching these skills and developing safety attitudes the more success our students will have.

Common Employability Competencies

The state has identified leadership, job-getting and job-keeping skills, and entrepreneurial skills as subheadings for common employable skills necessary for all occupations. From the state list the technical advisory teams were asked to identify the appropriate skills for their occupational cluster. Therefore, on each of the minimum competency lists for industrial education you will see similarities in the six industrial education competency lists.

Leadership

Leadership is one of those skills that everyone possesses but because many have not had the chance to practice it on a regular basis they feel uncomfortable taking leadership roles very often. Therefore, adequate teaching and the modeling of leadership skills should be taught in the curriculum. Vocational teachers need to recognize the importance of giving students the opportunity to practice leadership skills. Many of the jobs of the future will require selfmanagement and small group decision-making skills. Workers will not be told how to do everything by a foreman, but instead become part of the decision making process.

One way of addressing leadership skills is through student associations and club activities. The Technology Student Association (TSA) and Vocational Industrial Clubs of America (VICA) are organizations that industrial education programs could use to offer their students' leadership opportunities. Or teaching leadership can be something as simple as rotating the clean-up jobs most industrial education teachers use for lab maintenance. Allowing each student to experience the job of supervisor and worker gives them both sides of labor and management. Students can also assume management roles in mass production units that simulate the roles of the plant manager, scheduler, line supervisor, quality control inspector, and so on.

Work attitudes and beliefs can also be discussed during this process, allowing students to learn both sides of the labor and management issue. Having labor grievances simulated through role playing situations will also help students work through many of the problems experienced in the workplace. This is especially helpful as many parents are faced with strikes, layoffs, changing careers, and the like.

Job Getting and Job Keeping Skills

Job getting skills also need to be addressed by the industrial education program. Many possess the occupational knowledge necessary to do a given job but when there are multiple candidates for the position the employer often relies on the application, resume, and references to narrow the field. Then the interview and the first impression the candidates make often make the difference. Most supervisors want to hire someone they will feel comfortable with and using someone close to the boss or currently working for the company as a reference often makes a difference.

Job getting skills consist of filling out sample applications for businesses associated with industrial education occupations. Also having an employer come in and hold mock interviews can help prepare the students for the actual interview. Videotaping and critiquing the interviews can add another dimension to the activity.

Job keeping skills are also important because once the student gets the job we want them to be successful. In today's workplace that means getting along with the boss, co-workers, and customers. Thus, human relations skills are very important and need to be addressed by the industrial education program. Most workers who lose a job lose it because of absenteeism, tardiness, or inability to get along with others. Although most schools have a strong attendance and tardy policy, many students spend time finding the loopholes in the policies rather than changing their attitude toward being on time. They usually get a big shock when they first get their pay docked for being late to work or find out they need a doctors excuse for the Monday or Friday flu.

Activities that might be used to teach job keeping skills could be interviewing local business personnel to identify appropriate job behavior and attitudes; letting students evaluate each other's work habits during lab activities; or researching topics related to the effects absenteeism has on industry.

Entrepreneurship

In the entrepreneurial area industrial education needs to address the forms of industrial organizations and ownership. Many of our successful businesses today were started by one person in a garage. Knowing success stories is not enough, however, because of the ever changing climate in the free-enterprise system. Students must also know themselves and their capabilities. Also they can learn about knowing when to start their own business and that working for someone else may be an important part of the ladder to success. Being self employed is a step that many will never take but some may be forced into by layoffs, for instance. So knowing about what it takes about starting your own business, financing, marketing, and so on are all important aspects of entrepreneurship.

Equity Competencies

Because of the Industrial Education Program Management Team's concern for the imbalance in gender in most industrial education courses an additional list of competencies was added to these common employability competencies. This list along with background information can be found in a special section of this guide.

Infusions

During the recent revision of the Iowa standards for schools several mandates effecting all of the grades were established. Seven of these mandates have become known as "Infusions." The mandated infusions are career education, MCNS, technology, global education, higher order thinking skills, learning skills, and communication skills. Unlike specific courses these subjects are to be interwoven throughout a grade level, courses, and programs. The infusions are not to be addressed by courses in one discipline. The infusions should involve interdisciplinary areas with specific and unique content. Theses infusions have been required because they promote deeper understanding of content materials and will enhance behaviors that will affect life in general. The Iowa Department of Education has developed guides for each of the infusions. This requirement went into effect July 1, 1989 and many educators have probably already incorporated these infusions into their curriculum.

There are four ways to accommodate the infusion areas into the Industrial Technology Curriculum. First, it can be done by direct content relevant to the specific infusion. Secondly, it can be indirectly infused by using materials within a content area as an opportunity presents itself. Thirdly, it can be applied through activities that relate to the infusion and the content of the course. Forth, it can be modeled by the instructor through role playing and other similar teacher directed simulations.

When identifying an infusion in the curriculum, codes can be assigned to the infusion areas and their subsections. An instructor may also want to add infusion objectives or competencies to their curriculum. However, the standard does not require all the infusions be addressed in a given content area. Infusion is a total school district program requirement.

Inservice on the infusions and how to identify appropriate use of the infusions in curriculum is recommended as part any curriculum revision process. Many of the AEA's have consultants in the educational services division that can deliver this service. Many schools have selected one or two of the infusions to address with the entire staff annually. The process is a multi-year process of staff development as well as curriculum development. It can not be adequately addressed in a single after school workshop. Teachers need to have some awareness training and then review their curriculum, and finally develop material to use in the classroom.

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Section 2

Gender Issues in Industrial Education

Introduction

Many recent national reports indicate that technical education is at a crisis in the United States. With a projected increase in need of 45% for scientists, 32% for engineers, and 36% for technicians, and the population of 18-24 year olds entering the labor force expected to decline, the U.S. must do more to attract women and other underrepresented groups to these fields.

Currently, the percentage of women in technical curricula and careers is very low. According to the Iowa Department of Education, the representation of women in all industrial education courses is less than 15%. In Iowa public community colleges and vocational-technical schools, the number of women in these courses is less than 10%. Salaries of technical jobs and the percentage of women in these technical positions were evaluated based on figures from the Bureau of Labor Statistics and put together by the Women Employed Institute, the research arm of Women Employed, a Chicago-based national organization. A sample of the information follows:

Position	Nationally	%Women	Median Male Salary/Week
Auto Mechanic	880,000	0.7	378
Data processing equipment repair	152,000	8.6	569
Electrical technicians	326,000	14.2	521
Engineering technicians	937,000	19.2	506

Women become a large potential pool for future technicians or technical workers.

Full utilization of these underrepresented populations and groups is the only way the nation and Iowa can meet their projected need for technical workers. All young people, regardless of gender, ethnicity, or academic ability need to be prepared for the technical work force of the future. The stereotype of technical curricula and careers as a white male domain is historically very strong in Iowa and the nation. Proactive strategies must be initiated to counteract these historic stereotypes.

Underrepresentation/Why?

Why do we continue to see this underrepresentation of female students in technical curricula and careers? One of the reasons is career publicity and awareness. A female student may make an excellent electronics technician but she does not know a single women who is one. Therefore, she does not view this as a possibility. Being able to view herself in this position does not happen because she never sees someone "like herself" in that career. Use of role models in the classroom becomes very important. Use of previous alumni in this role would be one idea. If role models do not exist in a community, that community should make use of a directory for female role models such as the one maintained by the Program for Women in Science and Engineering at Iowa State University (515-294-9964). Communities can also encourage women to attend technical career conferences where they are introduced to many role models and awareness activities. (These are currently held at community colleges and ISU).

The image students have of certain occupations also results in the underrepresentation of female students in technical careers. When young people are asked to give their image of a construction project engineer, they use words like hard hat, burly, dirty, and coveralls. When asked for the image of a nurse, they use words like white dress and little hat. One career certainly has a feminine image and the other a masculine image. Careers are so gender specific that one's very sexuality may be in question if he or she does not select a career traditionally thought of as being for that gender. Young women may fear being thought of as less than feminine if they are thinking of a technical career.

Another reason women are so underrepresented and continue to be underrepresented in some areas is societal attitudes. Recently, in an article in a local newspaper, a certain city was listed as a good place to live by "scientists and their wives". This type of subtle message bombards our female students thorough the media, friends, teachers, and generally all of society. Girls take the clues from society and very quickly learn to do or be what society tells them is appropriate for them because they are females. Most of society still believes or accepts that technical careers are primarily a male domain.

Also, many women are not convinced they need an education or that they will need to provide for themselves in the future. They and their parents and teachers buy into the Cinderella complex. Prince Charming will come along, they will never need to work, and they will live happily ever after. Reality is quite different from the adolescent and parent dream. Forty-three percent of women in the work force are single, widowed, or divorced and another 21% are married to men who make less than $10,000. So the majority of women work because they need the money for basic needs. Many truly doubt the need for women to be trained in a vocation and this affects the attitude young women have about a career. Girls may think in terms of disposable careers. These are careers that they can work at before marriage, after children are in school, or part-time. The option for this type of career may exist in the life of some women but the odds are against this as a choice. Most women work because they must have the income and this message must be made clear to young women.

Academically, when the going gets tough, society encourages boys and discourages girls. Young men are told they must succeed, must provide for a family some day, and so on. Young women always have the honorable cop-out of getting married and having a family. Not getting an education for this reason is a real fallacy in thinking.

People also feel uncomfortable in any situation when there are not many like themselves in the same situation. Everyone has experienced the feeling of being uncomfortable because everyone in the group was dressed up and they were in blue jeans. Or perhaps the amount of education, age, gender, or race makes people uncomfortable. Most people are more comfortable when with people like themselves. This is one reason why female students hesitate to sign up for vocational education classes and are uncomfortable in those classes if they do choose to take them. Until a critical mass (approximately 25%) of the students in the class are female, certain levels of discomfort or feelings of isolation may be experienced by the student. Young women feel uncomfortable in vocational education classes because there are so few women in the class.

Many things about the home and school environment are thought to be part of the problem. Simple things like nicknames, household chores, and compliments may be more important than many parents realize. If one child grows up using tools and helping change the oil in the car while another child is washing dishes and caring for younger siblings, quite a difference will exist in the experiences they bring to a vocational education class. If one child is complimented for having mechanical ability and another is complimented for being neat, clean, and pretty, what kind of an attitude will they develop over the years regarding their capabilities? Working with parents to achieve an equitable home environment and to achieve equal career and academic expectations for their sons and daughters needs to be part of the agenda of vocational educators.

In the school, many factors can influence whether girls take vocational education classes. The attitude and recommendations of the counselor, administrator, and teachers are important. Scheduling of the classes to fit in with schedules that are more traditionally taken by female students or permitting several female students to take them together may make a difference. An organized and efficient recruiting strategy may need to be implemented to get women into the classes. (See Section on Recruitment Strategies).

Once women are admitted to the classes, classroom climate for female students needs to be favorable. Subtle messages in class participation patterns may be evident. This may be shown in the following ways: women students being called upon less than male students, male students being asked different types of questions (higher order thinking vs. recall); male students receiving more informal feedback, encouragement, and praise; and female students being interrupted more frequently.

Other forms of classroom discrimination may include disparaging comments about women as a group, sexist humor, or demeaning sexual illustrations (slides, bulletin boards). Boys may be given specific instructions on how to complete a project while girls are shown how to do a project or have the project done for them. Boys may be praised for their mechanical ability and criticized for lack of neatness while the opposite is done for girls. Boys work may be evaluated totally on content while girl's work may be evaluated on content and appearance.

Many classroom interactions are truly different based on gender. Careful monitoring and self analysis are necessary.

Achieving Equity

Due to federal and state laws, discrimination based on sex is not permitted in industrial education. The new vocatonal legislation also addresses this by stating "the vocational curriculum is articulated and integrated with other curricular offerings required of all students, the programs would permit students with vocational education backgrounds to pursue other educational interests in a postsecondary institutional setting, and the programs remove barriers for both traditional and nontraditional students to access educational and employment opportunities" Section 46.7(4) g. dealing with statewide vocational education evaluation states that the department of education shall review at least 20 percent of approved vocational education programs within the state annually, to ensure that the programs are "free of access barriers to education and employment for both traditional and nontraditional students". However, complying with the letter of the law has not resulted in any change leading to equal numbers of male and female students in the classroom. The following illustrates the stages in building an equitable program.

STAGES IN BUILDING EDUCATIONAL EQUITY

STAGE ONE WHERE WE ARE NOW
Complying with the letter of the law.

STAGE TWO
Neutralizing stereotypes and bias in existing instructional materials.

STAGE THREE
Revising an existing curriculum and seeking to attract
and meet the needs of both male and female students.

STAGE FOUR
Reconstructing the curriculum to develop new knowledge
and skills based on changing roles, responsibilities, and conditions. GOAL

Stage one is what we are currently doing to provide equitable education because it is required by law. This must not be enough because we still do not see equal numbers of students by gender in technical education classes.

Stage two suggests that instructors should review instructional materials to ensure that the course materials, the language usage, the course objectives, and the planned activities do not discourage certain groups of students. The materials need to be for all students regardless of sex, race, national origin, marital status, parental status, sexual orientation, or physical, mental, emotional, or academic abilities.

Stage three addresses revising the curriculum to try and meet the needs of a diverse student population and actually revising the curriculum to make it more appealing to all students. This may create some interesting situations. By trying to make courses more appealing to the female population, instructors may actually perpetuate old stereotypes and biases that they are trying to neutralize. Very careful recruiting strategies must be utilized to avoid this problem.

Stage four represents a total restructuring of the curriculum. In addition to the actual work skills, a whole different body of knowledge needs to be part of the curriculum (See Equity Competencies Section). Equity ideas and competencies need to be central to the restructuring of the curriculum. Students will be exposed to thinking about emerging technology issues as they are influenced by changing social and economic conditions.

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*A Guide to Curriculum Planning in Technology Education, Wisconsin Department of Public Instruction, Bulletin No. 8330, Copyright 1988 by Wisconsin Department of Public Instruction.

Minimum Acceptable Equity Practice

The following are minimum acceptable practices in the new era of vocational technical education:

1. Industrial education courses in Iowa must approach gender equitable enrollments by showing improvement each year until a 40% average is reached in nontraditional classes.
2. Equity principles will be part of the industrial education curriculum. Specific classroom equity activities will be evident in the following areas--leadership skills, job getting and job keeping skills, entrepreneurial skills, career education, gender attitude awareness skills, and instructional practices.
3. Schools will have well-defined recruitment strategy policies for nontraditional students not normally in industrial technology classes. (See Recruitment Strategies)
4. Schools will show evidence that all staff of industrial education classes have attended gender/ equity awareness training. Self-evaluation questionnaires should be taken annually by the teachers, counselors, and administrators. (Many such checklists are available and a sample is included in the appendix (available later) for your convenience.)

Equity Competencies

General

1. Explore and learn the value of diversity in the workplace.
2. Develop people skills necessary to work and successfully interact with people of differing ethnic backgrounds, sexual orientation, physical and mental abilities, gender, and socio-economic levels.
3. Develop positive and realistic attitudes regarding the abilities of both sexes, all ethnic and racial groups, and the differently abled.
4. Identify societal attitudes regarding men and women in the workplace and at home and the effects of these attitudes.
5. Demonstrate the use of non-discriminatory and sex fair/inclusive language.
6. Identify the disadvantages of sex role stereotyping to males and females.

Career

1. Defines nontraditional occupations and identifies the advantages and disadvantages of a nontraditional career choice.
2. Identifies coping strategies for successful employment in nontraditional jobs.
3. Identifies reasons why both males and females should acquire mathematics, science, computer, and technology skills.
4. Identifies how sex stereotyping and discrimination affect career planning, job exploration, employability, job seeking, job retention, job benefits, professional development, and salary.

5. Formulates career plans based on informed choice, job market information, assessment of skills, analysis of interests and work experiences rather than on occupational stereotyping and societal attitudes.
6. Identifies and discusses employment skills that will be needed to survive in an increasing technological world.
7. Demonstrates knowledge that great numbers of both men and women work for pay, for much of their adult life and out of economic necessity.
8. Demonstrates knowledge of historical changes in labor force participation.
9. Demonstrates knowledge of historical, cultural, and social barriers to equal employment opportunities.
10. Identifies responsibilities of dual work roles--paid work and work in the home and community.
11. Identifies changes in family structures and responsibilities and appreciates the need for developing job and family-related skills for all possible family structures.

Recruitment Strategies

Introduction

Recent analysis of enrollment data for the state of Iowa shows a sharp decline of students in industrial technology courses. The need to interest all students in technical education exists. Failure to attract all students to these courses is a problem, but the problem is most pronounced for our women students. The need for all students to be technically educated must be communicated to students, parents, teachers, administrators, counselors, and the business community. The key to successful recruitment is "variety" to get your message to different target audiences.

Specific strategies need to be implemented to attract the female students. The strategies need to be aimed at the female population to increase their knowledge of technology and related occupations and opportunities provided. Providing role models in technology-related occupations must be incorporated into classroom activities. Reviewing and changing the classroom climate to make the climate "less chilly" for female students needs to occur. The curriculum will need to be restructured to address the changing roles of women, not only in business and industry, but the changing roles of both men and women in the social and family environment.

Recruitment Goals

The first step in recruitment is to determine exactly what should be done. Educators should determine how many students are in the current program and how they wish to change those student numbers. By trying to focus on specific programs, educators can identify priority student populations to recruit. Focusing on the auto-mechanics course, and trying to attract female students to that program would be one example. Attainable and specific goals need to be set for each course or program.

Analyzing Current Enrollment

Current enrollment can be analyzed by looking at things like the gender and academic ability of students. Perhaps such courses are only attracting low ability males or maybe seniors always drop out of the higher level courses. After the enrollment analysis is completed, set a realistic recruitment goal by numbers and targeted student groups.

Designing the Recruitment Program

This recruitment program should include some general ideas of concepts deemed important. These may include some of the following:

1. Help parents understand vocational education programs and the value of those programs to students.
2. Change attitude and gain support of teachers, counselors, and administrators within the district.
3. Disseminate information to the public.
4. Increase public support and awareness.

Think about the general message the district wants to disseminate about the program. A positive image and support for the program are dependent on this message. Some messages to promote are:

1. The program prepares students for attractive high-paying careers.
2. All activities of the program indicate efficiency, effectiveness, and positive characteristics of students and staff.
3. Personnel and students of this program are capable, contributing people at school and in the community.

Specific Plans and Timetable

After thinking about recruitment in terms of enrollment numbers, student groups, general recruitment goals, and the message to disseminate, specific ideas to reach these goals need to be written down. In addition, it is important to look at all the things to accomplish and assign dates to accomplish these efforts. If you have decided that you must inform parents if you wish to recruit high ability females, then perhaps you will decide to do this by newsletters and an open house. Perhaps you decide to put the newsletter out in September, have the open house in October before course registration occurs in November. Meticulous planning and organization will help you reach your goals.

Listed below are specific things that you can do to reach your recruitment goals:

Brochures:

- Use well-designed brochures to tell students and parents about your programs.
- Use graphics in your brochures that show you value diversity in your programs (see samples of clip art in appendix).
- Describe your programs, courses, objectives, and job opportunities.
- Include stories about graduates of your programs and how your program was of value in employment or future education.

Public Speaking:

- Take every opportunity to speak to and work with community organizations and businesses.
- Use formal and informal speaking opportunities to talk about the objectives of your program and successes of your program.
- Prepare an individual slide presentation for each vocational program.
- Use the above for recruiting students, approaching community groups or potential employers, or for informing the administration and board of education about your program.

Newsletter:

- * Use as a recruitment tool for prospective students by keeping parents and the community aware of all the wonderful things you are doing.
- * Keep the public aware of what is happening in an economic and effective manner. (Might be a project for your student club.)

Scheduled Tours:

- * Have special tours for groups like 4-H clubs, Girl Scouts, and science clubs.
- * Have brochures available, provide some interesting hands-on activities, use good role models for assistants, and provide informal time for questions and answers.

Open Houses:

- * Host these for parents of target student populations.
- * Make a special display called "Career Choices" for special need, nontraditional, or re-entry students.
- * Provide data on job opportunities, placement, and salaries.

Role Models:

- * Nontraditional role models encourage other nontraditional students.
- * Use role models whenever possible for counseling, job shadowing, and as an assistant in classroom instruction.
- * Publicize success stories of nontraditional students and other successful previous students whenever possible in newsletters, slide presentations, career events, and bulletin boards within your classroom and school.

Mini-Courses/Exploratories/Super-Summer Activities:

- * Offer introductory courses or preview options to your program on weekends, spring break, Christmas break and summers.
- * Provide a risk-free environment to try a nontraditional course or experience.
- * Change the name of your offering so it will be less threatening to nontraditional students (Auto Mechanics to Car Ownership or Welding to Creative Metal Working).
- * Switch courses for one week to give a preview to nontraditional students (Auto Mechanics to Jewelry Design).

Other:

- * Be known for taking fun field trips.
- * Keep all people important to the success of your program informed (administrators, school board, legislators, business people, etc.)
- * Give awards. Hold an annual spring awards banquet. Recognize and promote your accomplishments.

As you design your general recruitment plan, keep some of these specific things in mind (see Recruitment Plan in Section 5). Trust your own creative abilities and come up with other ideas that are not listed. Only you know and have a sense of what will work in your situation and community.

Other Issues in Recruiting

Addressing the Reasons for Underrepresentation

Successful recruitment plans must address the reasons for underrepresentation (see Underrepresentation-Why?). One of the reasons given is the critical mass idea--or feeling uncomfortable until 25% of people like oneself are in a given program. This may mean that initially the school may have to permit some variation in the scheduling process. In other words, young women may need to be permitted to take the course together for a few years until having women in technical courses becomes an acceptable practice.

Another reason for underrepresentation is the parental and societal attitudes about women in technical careers and professions. This may mean as part of your recruitment plan, you will need to do programs for groups of parents to change the attitude the parents have about technical courses for their daughters. Even if you are successful at convincing the young women of the need for technical training, they will not take the courses if their parents object.

Women students will not want their femininity to be questioned by taking technical courses. Successful female role models may help dispel this fear. A different set of reasons may need to be provided as to why they need the training. For example, women need the information provided in an Auto Mechanics to own an automobile (and it may also lead to a career in the auto repair industry). This sounds different to a female ear than trying to convince them to take the course so they can become auto mechanics.

Carefully read the section on why women are underrepresented in technical education. Your awareness of the reasons will guide your recruitment strategies. At the same time, care must be taken not to perpetuate stereotypes and biases. Female students are different because they were raised in a sexist society that has a whole separate set of expectations for them. As educators, we must understand the reasons and address those in our recruiting without becoming part of the societal problem.

Image Concerns

Image concerns in vocational education must be addressed in a successful recruitment program. Biases or stereotypes persist relative to industrial education and the portion of the student population that we expect or are used to having in the classes. A message must be presented that industrial education is for all students. This includes women as well as men, students from all physical and academic ability levels, and students from all socio-economic levels. Students can be in classes traditionally thought of as being for the college-bound and be in industrial education classes. The perception exists that students are either industrial education students or college-bound students. The perception must be changed to recruit the total student population. Just as all students need English skills and those classes are part of every student's educational program, all students need technical skills. These skills may be used to live a better life, to be technically literate, or to have a rewarding career. The rewarding career for technically trained persons may come before a college education or in lieu of a college education. All of these options are open to young people. Industrial education becomes too limiting if only one small segment of the population is served. A quality program will have students prepared for employment on graduation. Whether young persons use that option or choose another is up to the students and their particular set of circumstances.

Success takes many forms for a diverse student population. All of the options mentioned above can lead to a happy and successful career. Value judgements by parents, teachers, administrators, and students need to be addressed. The message of all work being valued and all types of classes being important is needed. Value judgments as to what type of work is honorable or as to what type of work is appropriate because of gender, mental abilities, or physical abilities need to be eliminated. Career decisions need to be based on the type of work that the students can enjoy and where they can experience success and work that is appropriate for the students' abilities and aptitudes. These image concerns must be addressed in a successful recruitment strategy.

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Section 3

Selecting a Competency List

The first decision that you must make when you prepare to implement the new state legislation is what competencies you are going to choose that best reflect your respective program(s). Should you choose a program(s) in graphic communications, engineering services, service mechanics, construction, manufacturing, or technical services? Your decision has to be made from a global view. You must consider all aspects of your current curriculum and the cost involved with it and then temper your decision with common sense. Also you must consider that you might enter into a consortium between and/or among neighboring districts and local community colleges. Once the administrative constraints have been dealt with, then you can start building a comprehensive program of vocational education. The process is not a complicated one and the effort required is minimal. You must remember that what you want is the best possible educational system for the students.

Three questions need to be asked: where am I now, where do I need to be, and how do I get there? To determine where you are now, the easiest procedure is to look at your district course guide and make a listing of all the industrial & vocational courses that are offered. After listing them, then you can group those offerings under the headings of the various areas in industrial education that you have minimum competencies for (e.g., construction, service technical, service mechanics, etc.). This should give you a good idea of where the majority of your course offerings are clustered.

To determine where you need to be, you can make reference to the above suggested activity: this is the common sense tempering that was mentioned earlier. If the majority of your present curriculum falls into the construction heading, then it only makes good sense to work on that area first and start enhancing and augmenting what you are presently doing. For all practical purposes this is the most cost- effective route to pursue to build a quality comprehensive program. It does not make any difference if you are associated with a large or small district to conduct this activity. All you are trying to determine at this stage is where you want to be. If you are in a large district you might have an equal distribution of courses already available in more than one of the subgroups such as construction, engineering related, graphic communications and so on. Another common sense factor to consider when you conduct this activity is the labor market supply and demand for your students and the availability of postsecondary programs with which you may articulate.

The last question that you need to answer is how do I get there. At this point you must have made your decision on the program area that you want to implement. If you have not done this yet then, do not move on because this final question is the heart of the process. When you reach this point, you must be ready to start implementing the task list for the chosen cluster area and the specific competencies for the occupational program chosen. The first step in this activity is to review the chosen task listing with instructors in the program area. The instructors involved must be both secondary and postsecondary.

It will become apparent to you that the state-provided task list is somewhat fragmented and will not under any circumstances constitute a sound comprehensive program. What you must do is augment the minimum competencies in cooperation with the community college. Again, a comprehensive program is one that will articulate with the same postsecondary program, or give students entry level skills upon graduation from high school. The articulation should result in advanced placement or credit for prior learning.

When you review the minimum competency task list, it will be easier to deal with if you regroup the tasks under common headings. An example of this for all of the subgroup areas may be found in Section 5. One of the major benefits of this activity is that you will soon be able to see where the curriculum voids are that need to be addressed in your program. The input from the post secondary instructors is critical at this point of the process. The community colleges have been working with a competency-based curriculum for many years and they can suggest duties and tasks to fill the voids that exist. You must make the assumption that the postsecondary vocational curriculum has gone through the validation process described earlier and that their programs have received input from business and industry. This is also something that you should be doing at the secondary level. If you are, there should be no controversy over required competencies to make a comprehensive program.

Now that you have determined what the competencies are that need to be "driven down" from the postsecondary level to make a comprehensive program in vocational education, you must now structure those competencies into units of instruction. Again a meeting of secondary and postsecondary instructors can be very beneficial. At the meeting you and your peers can decide what competency should be taught within what unit of instruction. An example of this for all subgroup areas may be found in Section 5. It is not unreasonable to expect that more than one competency will be addressed in more than one unit of instruction. What you are doing in reality is putting scope and sequence to the comprehensive program of study. The input that all parties will participate in is again invaluable. You must remember that you are building a comprehensive program of study that will best benefit your students and all concerned. Know the limitations and restraints that they have to deal with at their respective level of instruction. All of you are in this for the student and you must not lose sight of that fact. It is also not unreasonable to expect that you could very well end up with more than the required three units of instruction. Some programs could very well require more than three units of instruction to make a comprehensive program. You can be as creative as you like conducting this activity; your only restraint will be your imagination and commitment to the task at hand.

Each local district will have to decide based on it's own unique circumstances as to how to deliver the units of instruction. However, if you follow the activities outlined above, you will have valid and reliable units of instruction to deliver.

Curriculum development is an on-going process. Just about the time you think you have everything done for your comprehensive program, you will need to evaluate it again. Therefore, it is critical that you always maintain a solid advisory committee for your program; the committee must be a representation of your community and they must be involved at all stages in validating your curriculum. This evaluation process is ongoing and must be conducted to ensure that you have a true competency-based program.

Industrial Education Program Articulation

Introduction

Preparing for today's work force provides unaccustomed challenges for the student. No longer can one rely only on tightly focused, job specific training to survive in an increasingly technically oriented work place. Where once highly task oriented training alone was sufficient to provide job entry skills, now employers seek graduates with broader educational experiences. Students must now also master technical concepts, social and communicative skills, affective behaviors, and the prerequisite technical base skills to satisfy the job entry demands of prospective employers.

The technical base skills in most occupational fields is increasing rapidly. As the technical base in any particular field increases, so does the time necessary to assimilate the entry level skills portion of that base. Because of this, vocational/technical programs, both present and projected, are pushing hard on their current time constraints. It is becoming increasingly difficult to deliver high quality vocational/technical programs in presently accepted time frames.

At the same time, efforts are being made to more closely coordinate the educational experiences of secondary and postsecondary students to better prepare the student for the increasingly technical nature of work and the rapidly growing and changing technologies involved in that work. To that end, we must examine student and employer needs and devise coordinated programs that meet those needs through articulation of secondary and postsecondary programs.

Illustration of an Articulated Program

An illustration of an articulated climate control program is included at the end of this section. This model is offered as an example; other programs could be fashioned in similar manner.

The program illustration is promoted as a 2+1.5 / 2+2 /2+2+2 articulated program. This means that this program would allow a student to complete an associate of applied science degree in climate control technology by one of two methods.

The first of these methods is for the student to take the prescribed two years of 1.5 hours per day core of technical course work plus other courses designated as required. By satisfactorily completing this program in high school, the student will have already completed the first semester of the two year postsecondary climate control program. By completing the remaining 1.5 years, the student will have fulfilled the requirements for the associate of applied science degree. Thus the label, 2+1.5, for 2 years of high school articulated with 1.5 years of postsecondary education.

The 2+2 designation would apply to doing something less than the 2+1.5 program. Because of course sequencing and student load, a student opting to complete less than the prescribed curriculum at the high school level would likely require two years to complete the postsecondary degree requirements. Any course work done at the high school level would still articulate, though, and reduce the course load that the student would be required to take at the community college. This in itself is a desirable outcome as many students need additional time to work.

The model also shows an option for those students wishing to pursue education beyond the two year postsecondary level. By careful articulation with four year institutions, the community college may articulate certain technical courses and by adding a fourth semester to the 1.5 year articulated program, made up of specific transfer courses, a 2+2+2 articulated program can be constructed. This is particularly true for the most technical programs. With this program a student would receive a baccalaureate degree with minimum duplication or backtracking.

Climate Control/Technology Program Model

The Climate Control Technology Program focuses on developing an awareness of sound scientific principles and practical application techniques dealing with the control of temperature and the quality of air. Training includes designing, testing, and servicing residential, commercial, institutional, and industrial heating and air conditioning systems. Special emphasis is placed on energy conservation and energy management. Students in Climate Control Technology Program supplement their first year Mechanics curriculum with the following specialty courses that prepares graduates to enter the following occupations:

- Commercial Heating/Air Conditioning Service Technician
- Heating/Air Conditioning Lab Technician
- Heating/Air Conditioning Sales Engineer
- Heating/Air Conditioning Parts Manager
- Manufacturer's Field Service Representative

Suggested Schedule (Courses in italics are suggested for articulation):

First Term

91:101	*Career Math I*	4 s.h.
95:130	*Communication I*	3 s.h.
96:130	*Refrigeration Principles*	2 s.h.
96:131	*Refrigeration Systems*	3 s.h.
96:132	*Electrical Concepts*	3 s.h.
96:134	*Air Conditioning Principles*	2 s.h.
		17 s.h.

Second Term

91:102	*Career Math II*	4 s.h.
96:150	*Career Physics*	4 s.h.
96:135	*Residential Comfort Systems*	3 s.h.
96:136	Motors and Controls	3 s.h.
96:137	Troubleshooting Procedures	3 s.h.
		17 s.h.

Third Term

15:140	Intro to Data Processing	3 s.h.
91:124	Technical Graphics	2 s.h.
96:140	Metal Fabrication	2 s.h.
96:230	Commercial Heating System	4 s.h.
96:231	Advanced Control System	4 s.h.
		16 s.h.

Fourth Term

15:241	Human Relations	3 s.h.
89:150	Job-Seeking Skills	1 s.h.
95:131	Communication II	3 s.h.
96:232	Air Distribution	3 s.h.
96:234	Commercial Air Conditioning Systems	5 s.h.
96:235	Energy Management	3 s.h.
		18 s.h.
	Total	68 s.h.

First Semester Technical Courses used in Articulated

1.5 Hour/Day Core Example
Competency Lists

Refrigeration Principles
Course Number: 96:130

Purpose:
The purpose of this course is to introduce the student to the fundamentals of refrigeration. The fundamentals include heat and pressure theory, refrigerants, and the vapor compression cycle with related components.

Course Goal:
Upon completion of this course, the student will be able to: solve problems dealing with temperature, heat, pressure, and vacuum; define and explain refrigeration-related terms; identify refrigerants by selected methods; and trace, identify, and explain the refrigeration cycle along with its related components.

Peformance Objectives:
UNIT 1 INTRODUCTION

UNIT 2 THEORY OF HEAT AND PRESSURE

The entire heating and air conditioning industry is based on the principles of heat and pressure. It is important for a technician to know these principles and related terms. To demonstrate an understanding of these principles and related terms, the student will:

* Use conventional and absolute temperature scales by measuring actual temperatures and converting them to specified scales.
* Convert pressures from one scale to another. (e.g., INCHES OF HG to MICRONS and gauge pressure to absolute pressure).
* Solve problems involving temperature, sensible heat, latent heat, specific heat, and density.
* Define and identify refrigeration-related examples of methods by which heat can be transferred.
* Compare mass to density and specific gravity to specific volume.
* Define energy and list its uses in the heating and air conditioning industry.
* Solve problems involving the conversion of power to heat.

UNIT 3 REFRIGERATION PRINCIPLES

It is important for a technician to know how the different types of refrigeration systems function and how to select, identify, and handle refrigerants. To show a mastery of these skills, the student will:

- Draw selected refrigeration system cycles and explain their function.
- Identify selected refrigeration systems.
- Solve problems using refrigerant temperature/pressure charts.
- List several refrigerant characteristics and explain their importance.
- Demonstrate the proper handling and storing of refrigerant drums.
- Identify refrigerant drum weight (size) by observation.
- Identify refrigerant type by observation of color-coded drums.
- Identify refrigerant type by temperature/pressure relationship.

UNIT 4 THE REFRIGERATION CYCLE

A solid background along with a working knowledge of a mechanical refrigeration system is extremely important to a technician. To demonstrate these skills, the student will:

- Locate, identify, and explain the function of selected components on an operating refrigeration unit.
- Collect temperature and pressure data from an operating refrigeration unit and use this data to determine if the unit is running properly and efficiently.

Refrigeration Systems
Course Number: 96:131

Purpose:
This course provides the student with advanced refrigeration fundamentals of the vaporcompression cycle, related components, and procedures. Hands-on experiences assembling, testing, and maintaining refrigeration units are a requisite in this course.

Course Goal:
Upon completion of this course, the student will demonstrate the necessary knowledge and skills to assemble, test, and maintain basic refrigeration units while following industry standards and safety procedures.

Performance Objectives:

UNIT 1 TOOLS AND EQUIPMENT

Heating and air conditioning technicians must be able to properly use hand tools and specialized equipment relating to this field. To show a mastery of these skills, the student will:

- Identify specified hand tools.
- Identify specified refrigeration tools and equipment.
- Demonstrate correct utilization of hand tools following prescribed safety procedures.
- Demonstrate correct utilization of refrigeration tools and equipment following prescribed safety procedures.

UNIT 2 FASTENERS, TUBING, PIPING

A working knowledge of the different types of fasteners, fastening systems, tubing, and piping is important when installing heating and air conditioning systems. To demonstrate an understanding of the various uses and applications of fasteners, tubing, and piping, the student will:

* Identify selected fasteners.
* Identify selected copper, steel, and plastic fittings.
* Identify selected pieces of copper tubing.
* Identify selected pieces of steel and plastic piping.

UNIT 3 SELECTION AND USE OF TUBING AND PIPING

The correct selection, layout, and installation of tubing and piping will keep a heating or air conditioning system operating properly and efficiently. To demonstrate proficiency in these skills, the student will:

* Assemble a project to blueprint specifications using copper fittings, copper tubing, solder and brazing materials, and appropriate tools.
* Assemble a project to blueprint specifications using steel pipe fittings, steel pipe, and appropriate tools.
* Assemble a project to blueprint specifications using plastic pipe fittings, plastic pipe, and appropriate tools.

UNIT 4 INSTALLATION PROCEDURES

Installation requires the use of many skills. The technician locates the equipment, connects components together, wires the electric controls, starts, operates, and makes necessary adjustments to the equipment. To demonstrate proficiency in these skills, the student will:

* Assemble a refrigeration unit to a set of predetermined specifications.
* Operate a refrigeration unit to a set of predetermined specifications.
* Make necessary adjustments to a refrigeration unit for optimum running efficiency.

UNIT 5 VAPOR-COMPRESSION COMPONENTS

A vapor-compression refrigeration unit incorporates many devices and components into the system to enable it to be safe, reliable, and efficient. A technician must know and understand the functions of these devices and components. To demonstrate a working knowledge of the various devices and components, the student will:

* Identify specified devices and components.
* Draw diagrams incorporating these devices and components into a system.
* Answer questions about the vapor-compression system using selected components and/or diagrams.

UNIT 6 SERVICE TECHNIQUES

Technicians must be able to evaluate both the mechanical system and the electrical system of a refrigeration unit in order to do competent maintenance and repair work. To demonstrate the ability to do basic maintenance and repair work, the student will:

* Complete routine refrigeration maintenance and service procedures.
* Explain the operation of a specified circuit using a basic mechanical diagram and/or a basic wiring diagram.
* Repair refrigeration system problems.
* Use catalogs, manuals, and check lists while engaged in maintenance and repair procedures.

Electrical Concepts
Course Number: 96:139

Purpose:
The purpose of this course is to acquaint the student with electrical fundamentals. It will provide basic electrical and electronic background for a variety of technical fields which require such knowledge.

Course Goal:
Upon completion of this course, the student will be able to apply direct and alternating current components and laws, operate motors and generators, analyze solid state controls and program a microprocessor.

Performance Objectives:
UNIT 1 DIRECT CURRENT (D.C.), COMPONENTS AND D.C. LAWS

A thorough understanding of electrical fundamentals is the basis for any study of electricity and electronics. To demonstrate knowledge of basic electrical fundamentals, the student will:

* Recognize the importance of safety in electrical/electronic endeavors.
* Describe the constitution of a circuit.
* Recognize electrical/electronic symbols and their use.
* List and explain five sources of electricity.
* Illustrate various sources of electricity.
* Examine the use of conductors in electricity.
* Demonstrate the use of insulators.
* Demonstrate correct wire stripping.
* Demonstrate soldering techniques.
* Identify common resistors.
* Identify common capacitors.
* Interpret color codes.
* Identify uses of thermistors.
* Identify capacitors and their uses.
* Apply Ohm's Law.
* Apply the Power Law.
* Calculate voltage and current in series circuits.
* Calculate voltages and current in parallel circuits.

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- Compare meter features.
- Take measurements with meters.
- Troubleshoot series-parallel circuits.
- Demonstrate use of a wheatstone bridge.

UNIT 2 ALTERNATING CURRENT (A.C.), MOTORS, AND A.C. LAWS

Much of today's electrical equipment operates on the alternating current. To demonstrate comprehension of alternating current fundamentals, the student will:

- Apply alternating current concept.
- Define frequency.
- Define period.
- Define amplitude.
- Differentiate between RMS and DC current.
- Describe electromagnetic induction concepts.
- Identify inductors.
- Define transformers.
- Identify various motor types.
- Explain three phase current.
- Define vectors.
- Diagram RC time constants.
- Determine impedance.
- Solve for unknowns in LCR circuits.
- Define resonance.
- Identify the principles related to tuned circuits.
- Illustrate AC to DC conversion.
- Define Q.
- Define Bandwidth.

UNIT 3 SOLID STATE DEVICES AND CIRCUITS

Solid state electronic controls are present in nearly every technical field. Their use is constantly expanding. To demonstrate understanding in the area of solid state devices and circuits, the student will:

- Describe the operating principles of diodes.
- Demonstrate how diodes are coded.
- Identify types of diodes.
- Describe the operating principles of transistors.
- Identify types of transistors.
- Evaluate Field Effect Transistors (FET) transistors.
- Describe the operation of Silicon Controlled Rectifiers (SCR'S).
- Identify types of Integrated Circuits (IC'S) and their uses.
- Examine logic circuits.
- Appraise power supplies.
- Describe the operation of an oscilloscope.

Air Conditioning Principles
Course Number: 96:134

Purpose:
The purpose of this course is to introduce the student to the fundamentals of air conditioning. The fundamentals include the theory of total comfort, psychrometric theory and its application, estimating heating and cooling loads, and accurate selection of equipment.

Course Goal:
Upon completion of this course, the student will be able to explain the concept of total comfort, use a psychrometric chart to solve problems related to the comfort zone, complete heating and cooling load forms, and select correctly-sized furnaces and air conditioners.

Performance Objectives:

UNIT 1 COMFORT CONDITIONS

The fundamental goal of the heating and air conditioning industry is to create an environment that is comfortable to the human body. It is essential to know and understand how people react to their environment and what can be done to control it. To demonstrate an understanding of comfort conditions, the student will:

- Explain how the human body responds to various environments.
- Explain the theory of heat transfer.
- Identify the major components in a HVAC system.
- Identify the six components of the total comfort concept.
- Determine how each of the six components of the total comfort concept contributes to the comfort of the human body.

UNIT 2 PSYCHROMETRIC THEORY

The psychrometric chart is a tool that is used to help determine comfort conditions and solve problems related to the environment within a living space. To demonstrate an understanding of the psychrometric chart and its uses, the student will:

- Define essential terms used in psychrometrics such as dry bulb and wet bulb temperature, relative humidity, dewpoint, grains of moisture, specific volume, enthalpy, latent heat, and sensible.
- Determine the relative humidity in a given space using a sling psychrometer and a psychometric chart.
- Solve comfort condition problems by using the psychrometric chart.

UNIT 3 HEATING AND COOLING LOAD ESTIMATES

In order to install the right equipment in a building, a building heat loss/heat gain survey must be taken. It is important to have some knowledge of this procedure and of the various forms used. To demonstrate knowledge of these procedures, the student will:

* Identify the sources of heat loss and heat gain in a building.
* Define terms and factors used on survey forms.
* Calculate heating and cooling loads for specified buildings by using various manufacturers' survey forms.

UNIT 4 EQUIPMENT SELECTION

Once the building heat loss/heat gain has been determined, the furnace and air conditioner can be selected. Using the results from the load survey form will assure accurate selection of the furnace and air conditioner. To demonstrate an understanding of the equipment selection process, the student will:

* Define the terms "input capacity" and "output capacity" in reference to furnaces.
* Locate actual input and output capacities of selected furnaces.
* Define the term "capacity" in reference to air conditioners.
* Locate actual capacities of selected air conditioners.
* Explain the function of selected organizations such as A.G.A., U.L., A.R.I., and C.S.A..
* Select furnaces and air conditioners using manufacturers' manuals and catalogs.

Illustration of a 2+1.5/2+2/2+2+2 Articulated Climate Control Program

(Other Postsecondary Programs may be Substituted)

High School Grades 11 and 12

Period	1	2	3	4	5	6	7
Grade 11	1.5 Hours/Day Core of Technical Service Competencies +		Principle of Technology (Required)	Math (Required)	Communi-cations (Required)	Social Studies	PE/ Study Hall
Grade 12	Refrigeration and Air Conditioning Competencies		Science Elective	Math Elective	Free Elective	Free Elective	PE/ Study Hall

Community College Grades 13 and 14

Articulated From High School
Courses already completed by articulating students
1st semester for NON-articulating students

1st Semester for Articulating Students
2nd semester for NON-articulating students

2nd Semester for Articulating Students
3rd semester for NON-articulating students

Physics articulated from High School

3rd Semester for Articulating Students--AAS Degree
4th semester for NON-articulating students

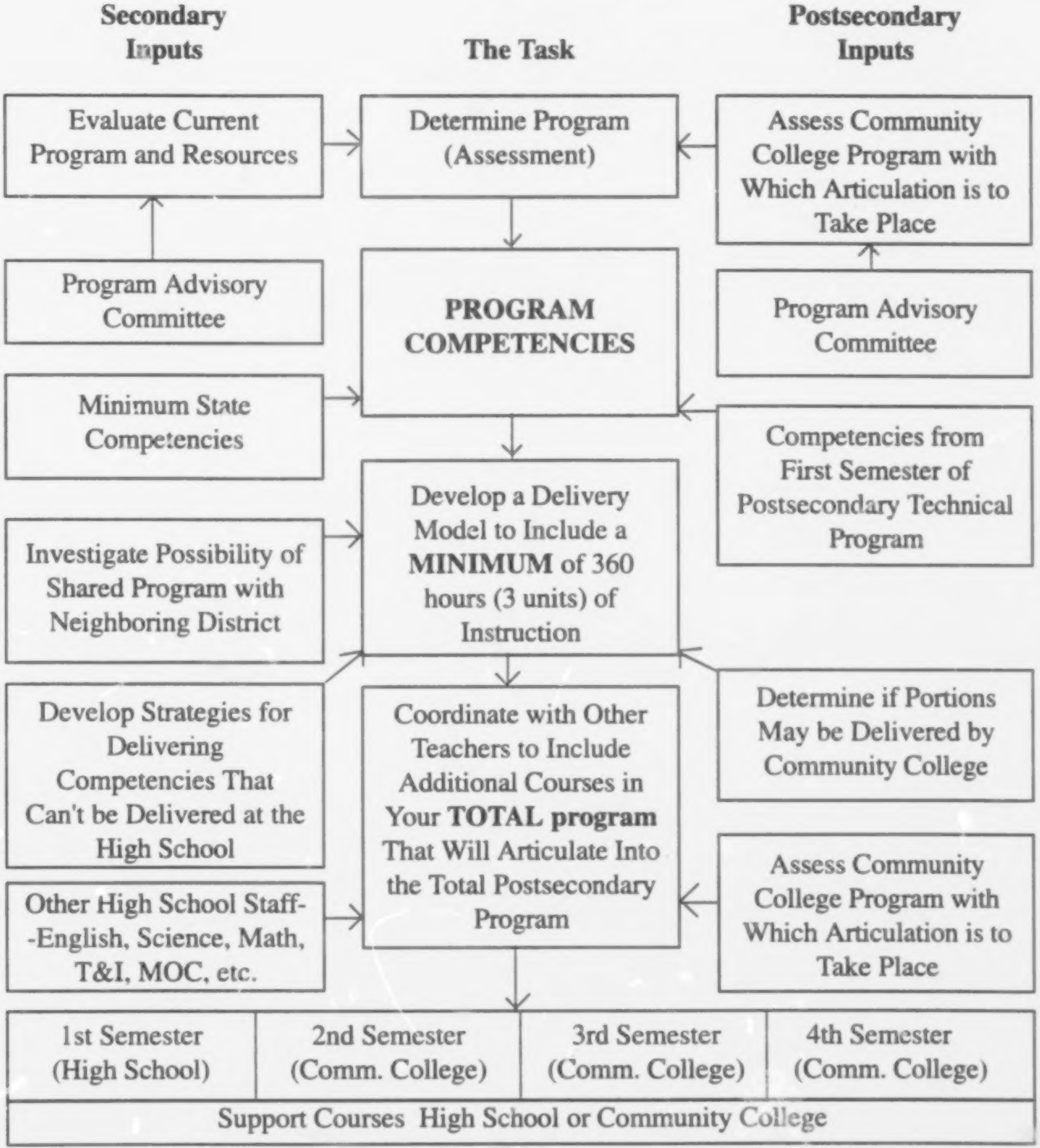
4th Semester Transfer OPTION to 4-Year Programs
This option also available to NON-articulating students as a 5th semester

4-Year Institutions Grades 15 and 16 (e.g. ISU, UNI, etc.)

Articulated programs with Community Colleges such as Industrial/ Technical 4-Year BA/BS/BT Programs in Industrial Supervision and Management or Electromechanical Technology

Building an Articulated Program

Going Beyond the Minimums


Secondary Inputs
The Task
Postsecondary Inputs
Evaluate Current Program and Resources
Determine Program (Assessment)
Assess Community College Program with Which Articulation is to Take Place
Program Advisory Committee
PROGRAM COMPETENCIES
Program Advisory Committee
Minimum State Competencies
Competencies from First Semester of Postsecondary Technical Program
Investigate Possibility of Shared Program with Neighboring District
Develop a Delivery Model to Include a MINIMUM of 360 hours (3 units) of Instruction
Develop Strategies for Delivering Competencies That Can't be Delivered at the High School
Coordinate with Other Teachers to Include Additional Courses in Your TOTAL program That Will Articulate Into the Total Postsecondary Program
Determine if Portions May be Delivered by Community College
Other High School Staff--English, Science, Math, T&I, MOC, etc.
Assess Community College Program with Which Articulation is to Take Place
1st Semester (High School)
2nd Semester (Comm. College)
3rd Semester (Comm. College)
4th Semester (Comm. College)
Support Courses High School or Community College

Building an Articulated Program

Industrial Education

Programs Offered At Community Colleges

Construction

May be articulated with:

Technical & Skilled Trades Programs	Community College
Arch. Design and Construction	1,12
Building Maintenance	4,12,13
Carpentry	1,2,3,4,5,6,11,12,14,15
Construction Technology	10
Mechanical Construction Trades	4
Apprenticeship Programs	
Carpentry	10,12
Missing Areas	7,9,16

Engineering Related

May be articulated with:

Technical and Skilled Trades Programs	Community College
Architectural Drafting	7,9,10,11,12
Civil Technology	7,13
Civil/Structural Drafting	14
Computer-aided Drafting & Design	3
Die Design	1
General Drafting	9
Machine Tool and Design Tech.	4,6,7,12,16
Mechanical Design Technology	1,2,7,10,13
Mechanical Drafting	5,7,9,12,15,16
Plastic Mold Design	1
Tool Design	1

Graphic Communication

May be articulated with:

Technical and Skilled Trades Programs	Community College
Commercial Art	7,11
Commercial Photography	7
Communications Media Technology	10
General Graphic and Printing	9
Graphic Arts	3,10,11,12,13
Graphic Communications	3,10,11,13
Lithography/Photography/Platemaking	13
Make-up and Typesetting	12,13
Printing Press Operations	9
Missing Areas	1,2,4,5,6,14,15,16

Manufacturing

May be articulated with:

Technical and Skilled Trades Programs	Community College
Automotive Machinist	4
Computer Aided Numerical Control	10
Industrial Maintenance	7
Industrial Sales	11
Machine Tool Repair	4
Machine Tool Technology	1,4,5,6,7,9,10,11,12,13,15,16
Manufacturing Technology	2,9,10,12,16
Quality Control Technology	1
Robotics	15
Tool-and-Die Making	6.7,11,13
Welding	1,2,3,4,5,7,9,10,11,12,13,16
Welding Machine Repair	4
Apprenticeship Programs	
Sheet Metal	1,10,11,12
Tool and Die Making	1,2
Missing Areas	14

Mechanical Service

May be articulated with:

Technical and Skilled Trades Programs	Community College
Aircraft Mechanics	7,13,15
Auto Electronics Repair	7
Auto Parts	3,7,11,13,15
Automotive Technology	ALL
Automotive Service Manager	4
Diesel Mechanics	1,4,5,7,9,11,12,13,15
Engine Mechanics	9
Power Mechanics Technology	13
Marine Engine Repair	3,10
Motorcycle Mechanics	3
Apprenticeship Programs	
Maintenance Mechanic	10

Technical Service

May be articulated with:

Technical and Skilled Trades Programs	Community College
Appliance Repair	10,11,15
Automated Systems Technology	2,4
Biomedical Equipment Technology	12
Business Machine Repair	14
Computer Maintenance/Repair	15
Electrical Technology	4
Electrician	1,4,12,14
Electromechanical	4,10,13
Electronics/Radio/TV Repair	7,10,11,12,14
Electronics Technology	ALL
Electronics Telecommunications	5,7,15
Environmental Control Technologies	3,5,6
Heating, Refrigeration and A/C	1,2,4,7,9,10,11,12,13,16
Industrial Electricity	1,2,4,9,10,11
Industrial Electronics	1,2,4
Industrial Technology	9,16
Laser Electro-Optic Technology	15
Manufacturing Technology	2,9,10,12,16
Robotics	15
Solar Heating & Cooling Technology	12

Apprenticeship Programs	
Electric Meter Repair	11
Electrician	1,7,10,12,16
Industrial Electrician	11
Lineman	11,12
Maintenance Mechanic	10
Substation Electrician	11

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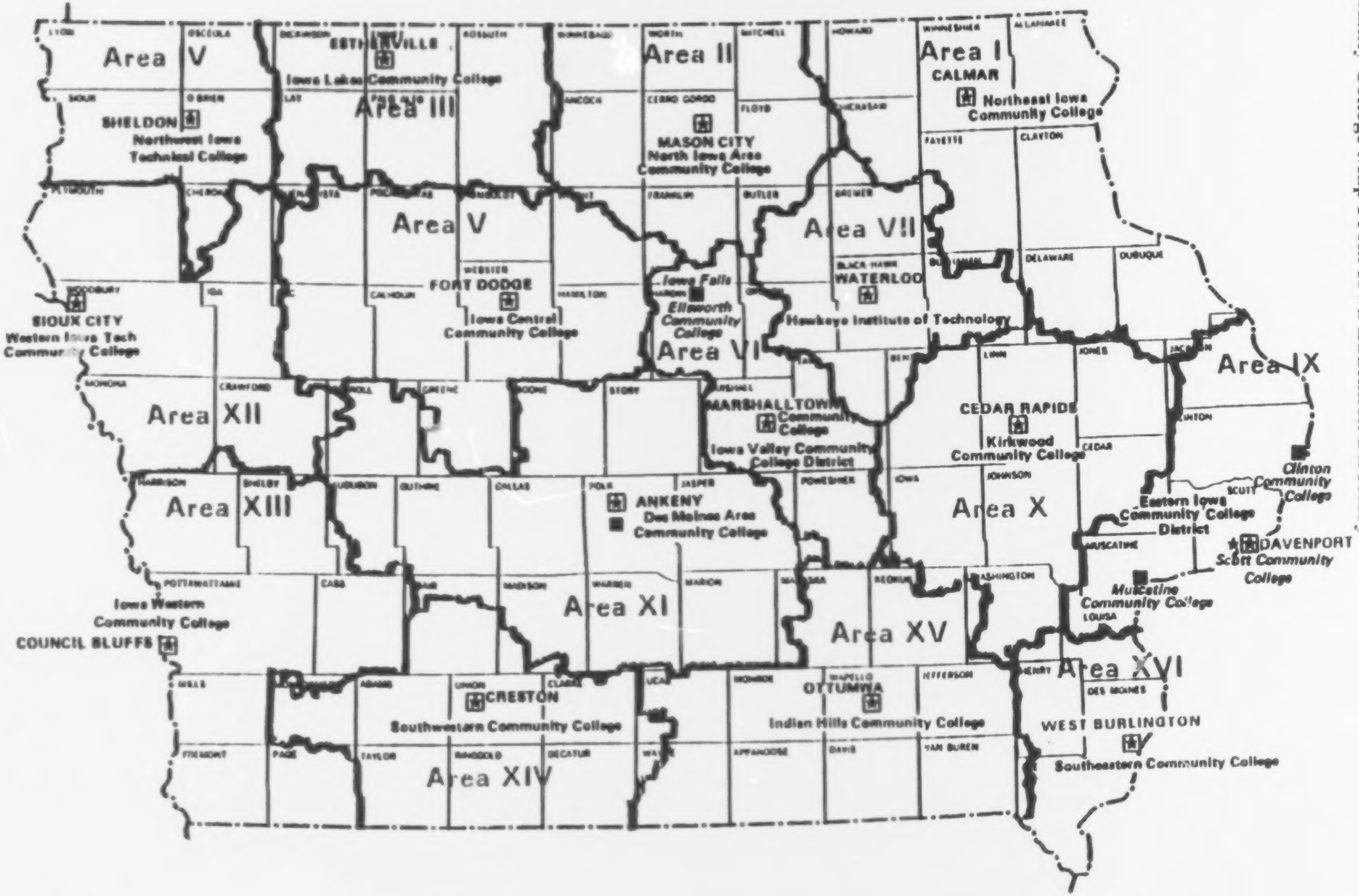
Community Colleges



Area V
ESTHERVILLE
Iowa Lakes Community College
Area III
Area II
Area I
CALMAR
Northeast Iowa Community College
SHELDON
Northwest Iowa Technical College
MASON CITY
North Iowa Area Community College
Area V
Area VII
FORT DODGE
Iowa Central Community College
WATERLOO
Hawkeye Institute of Technology
Iowa Falls
Ellsworth Community College
Area VI
SIOUX CITY
Western Iowa Tech Community College
Area IX
Area XII
MARSHALLTOWN
Community College
Iowa Valley Community College District
CEDAR RAPIDS
Kirkwood Community College
Clinton Community College
Area XIII
ANKENY
Des Moines Area Community College
Area X
Eastern Iowa Community College District
DAVENPORT
Scott Community College
Muscatine Community College
Iowa Western Community College
COUNCIL BLUFFS
Area XI
Area XV
Area XVI
CRESTON
Southwestern Community College
OTTUMWA
Indian Hills Community College
WEST BURLINGTON
Southeastern Community College
Area XIV

Community College Map From Iowa Education Directory

IE-39

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Community College Directory From Iowa Education Directory

There are 15 community college areas from I through XVI; however, there is no area VIII, which was never organized. These counties are included in adjacent merged areas.

The code number assigned by the Department of Education appears opposite the community college and address. The first two digits of the code indicate the county in which the college's administrative office is located. The next four digits identify the community college.

The number at the extreme right opposite the name of each administrator indicates the total years the administrator has held the position.

AREA I NORTHEAST IOWA

COMMUNITY COLLEGE
PO BOX 400
CALMAR 52132

TEL (319)562-3263
CODE 96-9901-000

PRESIDENT DON L ROBY — YRS PRES POS...03

AREA II NORTH IOWA AREA

COMMUNITY COLLEGE
500 COLLEGE DRIVE
MASON CITY 50401

TEL (515)423-1264
CODE 17-9902-000
FAX (515)423-1711

PRESIDENT DAVID L BUETTNER — YRS PRES POS. . .11

AREA III IOWA LAKES

COMMUNITY COLLEGE
19 SOUTH 7TH STREET
ESTHERVILLE 51334

TEL (712)362-2601
CODE 32-9903-000
FAX (712)362-3360

PRESIDENT R H BLACKER — YRS PRES POS...25

AREA IV NORTHWEST IOWA

TECHNICAL COLLEGE
HIGHWAY 18 WEST
SHELDON 51201

TEL (712)324-5061
CODE 71-9904-000
FAX (712)324-4136

PRESIDENT CARL ROLF — YRS PRES POS...03

AREA V IOWA CENTRAL

COMMUNITY COLLEGE
330 AVENUE M
FORT DODGE 50501

TEL (515)576-7201
CODE 94-9905-000
FAX (515)576-7201

PRESIDENT JACK L BOTTENFIELD — YRS PRES POS...04

AREA VI IOWA VALLEY

COMM. COLLEGE DISTRICT
BOX 536
3702 SOUTH CENTER STREET
MARSHALLTOWN 50158

TEL (515) 752-4643
CODE 64-9906-000
FAX (515)752-5909

PRESIDENT PAUL A TAMBRINO — YRS PRES POS...01

- MARSHALLTOWN
  COMMUNITY COLLEGE
  BOX 430
  3700 SOUTH CENTER STREET
  MARSHALLTOWN 50158

  TEL (515)752-7106
  CODE 64-9906-001

  DEAN WILLIAM M SIMPSON

- ELLSWORTH
  COMMUNITY COLLEGE
  1100 COLLEGE AVENUE
  IOWA FALLS 50126

  TEL (515)648-4611
  CODE 64-9906-003
  FAX (515)648-3128

  DEAN DUANE R LLOYD

AREA VII HAWKEYE

INSTITUTE OF TECHNOLOGY
BOX 8015
1501 EAST ORANGE ROAD
WATERLOO 50706

TEL (319)296-2320
CODE 07-9907-000

PRESIDENT PHILLIP O BARRY — YRS PRES POS...01

AREA IX EASTERN IOWA

COMM. COLLEGE DISTRICT
306 WEST RIVER DRIVE
DAVENPORT 52801

TEL (319)322-5015
CODE 82-9909-000
FAX (319)322-3956

CHANCELLOR JOHN T BLONG — YRS PRES POS...06

- SCOTT
  COMMUNITY COLLEGE
  500 BELMONT ROAD
  BETTENDORF 52722

  TEL (319)359-7531
  CODE 82-9909-001
  FAX (319)359-8139

  PRESIDENT LENNY E STONE

- CLINTON
  COMMUNITY COLLEGE
  1000 LINCOLN BLVD
  CLINTON 52732

  TEL (319)242-6841
  CODE 82-9909-002
  FAX (319)242-7868

  PRESIDENT DESNA L WALLIN

- MUSCATINE
  COMMUNITY COLLEGE
  152 COLORADO STREET
  MUSCATINE 52761

  TEL (319) 263-8250
  CODE 82-9909-003
  FAX (319)264-8341

  PRESIDENT VICTOR G MCAVOY

AREA X KIRKWOOD

COMMUNITY COLLEGE
POX 2068
6301 KIRKWOOD BLVD SW
CEDAR RAPIDS 52406

TEL (319)398-5501
CODE 57-9910-000
FAX (319)398-5502

PRESIDENT NORMAN R NIELSEN — YRS PRES POS...08

AREA XI DES MOINES AREA

COMMUNITY COLLEGE
2006 S ANKENY BLVD
ANKENY 50021

TEL (515)964-6200
CODE 77-9911-000
FAX (515)965-7022

PRESIDENT JOSEPH A BORGEN — YRS PRES POS...11

AREA XII WESTERN IOWA

TECH COMMUNITY COLLEGE
BOX 265
4647 STONE AVENUE
SIOUX CITY 51106

TEL (712)274-6400
CODE 97-9912-000

PRESIDENT ROBERT DUNKER — YRS PRES POS...02

AREA XIII IOWA WESTERN

COMMUNITY COLLEGE
BOX 4-C
2700 COLLEGE ROAD
COUNCIL BLUFFS 51502

TEL (712)325-3200
CODE 78-9913-000
FAX (712)325-3424

PRESIDENT CARL L. HEINRICH — YRS PRES POS...05

AREA XIV SOUTHWESTERN

COMMUNITY COLLEGE
PO BOX 458
1501 WEST TOWNLINE
CRESTON 50801

TEL (515)782-7081
CODE 88-9914-000
FAX (515)782-3312

PRESIDENT RICHARD L BYERLY — YRS PRES POS...08

AREA XV INDIAN HILLS

COMMUNITY COLLEGE
525 GRANDVIEW
OTTUMWA 52501

TEL (515)683-5111
CODE 90-9915-000
FAX (515)683-5184

PRESIDENT LYLE HELLYER — YRS PRES POS...19

AREA XVI SOUTHEASTERN

COMMUNITY COLLEGE
DRAWER F
1015 S GEAR AVENUE
WEST BURLINGTON 52655

TEL (319)752-2731
CODE 29-9916-000

PRESIDENT R GENE GARDNER — YRS PRES POS...06

Section 4

State Occupational Competency Lists

For Integration into Specific Occupational Programs

Graphic Communications

Group A - Safety and Health
Providing safe and healthy working conditions in today's graphic communications industry is essential. Because of the chemicals and equipment used in offset lithography, personal injury could result in a careless attitude or poor house cleaning procedures. Many on-the-job physical injuries are the result of mechanical hazards. These hazards can be controlled if: 1.) the machines are properly guarded: 2.) each person uses personal protective equipment; 3.) devices are properly locked out; 4.) everyone handles materials in a safe way. To demonstrate competence in safety, the student will:

1. Comply with shop and equipment safety rules (OSHA and Right to Know).
3. Clean and maintain work area and leave in safe condition.
4. Report problems to supervisor.
5. Determine basic maintenance procedures of equipment using manuals.

Group B - Pre-press/Mechanicals
Printing is the process of manufacturing multiple copies of a graphic image. To accomplish this, the designer must have a knowledge of type faces, list and explain the elements of design, utilize the principles of design, draw three layouts which would be in thumbnail, rough and comprehensive. In this high tech society a designer must also be a competent typist and possess computer skills for desk top publishing. To demonstrate a basic knowledge of pre-press mechanicals, the student will be able to:

6. Read and interpret specifications on job ticket.
7. Explain and demonstrate the components in design of a layout to include color theory, art, and type, size and balance.
8. Explain and demonstrate the components in preparing camera ready art for a layout to include photo copy, sizing, trim marks, overlays, and basic impositions.
9. Exhibit basic PC computer literacy.
10. Use appropriate keyboarding techniques.
11. Enter layout specifications on typesetting or desktop publishing equipment and produce final copy.
12. Use proofreading techniques successfully.
13. Compute measurements using decimals, fractions, metric and printer's measurements in all areas of graphic communications.
16. Read job orders to determine printing specifications.

Note: The number preceeding the competency relates to its original place in the official listing. The competencies have been re-grouped for easier integration into vocational programs.

Note: A list of state competencies was adopted for each of the six occupational areas in Industrial Education. A specific occupational program will integrate the appropriate list.

Group C - Pre-press/Film Work

Planning and determining the basic essentials for the printed piece have been accomplished and after proofing and paste-up, the printed piece is now ready to enter the next step, camera and platemaking. Camera knowledge will include: camera ready copy, line and halftone reproduction, scaling for reductions and enlargements, color theory and reproduction, processing photographic materials, stripping and imposition, contacting and color proofing, and platemaking.

24. Explain different techniques used in the reproduction process (e.g. film types, filters, lenses, aperture, exposure, sizing, gray scale, and lighting).
25. Explain and demonstrate different photographic techniques such as duotones, positives, negatives, special effects and proofing materials.
26. Operate a 35 mm camera and explain different camera techniques used in photography (e.g. film types, filters, lenses, subjects, lighting, exposure, aperture).
27. Develop a black and white film and make final print.
29. Explaining basic scientific concepts involved in the photographic process.
31. Read job order to determine photographic information.
32. Produce line, halftone and duotone negatives and PMT materials.
33. Clean and maintain darkroom and equipment.
34. Read job specifications for film assembly.
35. Assemble film for a one-color job.
36. Assemble film for a two-color job including duotone.
37. Explaining and demonstrate the different film assembly techniques such as cutting masks, inserting halftones, screen tints, reverses, overprints, labeling flats, ruling, opaquing, trim and register marks and basic impositions.
38. Expose and process printing plates.
39. Explain and demonstrate the different techniques for exposing and processing printing plates.

Group D - Press Work

Press work requires a working knowledge of the lithographic press system and how it operates in producing the customer's original idea. Included in this area are: feeding and registration, the printing unit, cylinder system configurations, the inking unit, the dampening unit, and the delivery unit. Adjustments in each area are very critical to ensure proper amounts to maintain even distribution of ink, water, and paper. To demonstrate competence in the press work area, the student will:

17. Run a one-color job on offset duplicator.
18. Run a two-color job on offset duplicator.
19. Inspect quality of copy while running job.
20. Perform clean up operations on a press.
21. Explain various printing processes (e.g. screen, flexography, gravure, letterpress, web, and ink jet).
22. Explain offset lithography process.
23. Evaluate components required of printing process (e.g., paper, ink, fountain solution, and screens).

Group E - Substrates/Ink/Finishing and Binding

Substrates include any material used for printing. Matching the substrate to the application or job is very critical. Today's craftsman must be informed in all areas of finishing the job. The workman excels in his/her knowledge of types and sizes of paper, paper characteristics, opacity, and paper strength. Finishing personnel must be familiar with the machines associated with completing the final product. Consequently to demonstrate competence in the finishing field, the student will:

40. Identify bindery and finishing equipment and the function of each.
41. Explain and demonstrate the use of a cutter, folder (to include perforating and scoring), numbering machine, stitcher, paper drill and other binding equipment.

Group D - Related Information

A variety of jobs are available within the graphic communications industry. These include: upper and middle management, skilled craftsmen, artists, scientists, and technical people. Computers, electronic devices, lasers, robotics and other highly sophisticated equipment is required today to produce the high quality of printing. A career choice can affect your family, your income, work surroundings, and the type of people you will be around all day.

42. Identify career opportunities involved in graphic communications.
43. Describe new technological developments.
45. Identify the impact on society and environment.
47. Define Industrial technology terms associated with graphic communications.

Group E - Leadership

1. Follows directions.
2. Speaks efficiently in front of others.
3. Leads a discussion.
6. Utilizes time effectively.
7. Prioritizes series of tasks.
8. Defines goals.
9. Works effectively with others.
10. Listens effectively.
12. Resolves conflict.
13. Adapts to environment/situation.

Group F - Job Getting, Job Keeping

1. Identifies requirements for a job.
2. Completes required forms.
3. Writes application letter.
4. Evaluates job offer.
5. Interacts with others in a courteous and tactful manner.
6. Cooperates with other.
7. Accepts individual differences.
8. Respects the property of others.
9. Organizes thoughts and clearly expresses point of view.
10. Organizes thoughts and writes clearly.
11. Exhibits dependability.
12. Demonstrates punctuality.
13. Asks for help when needed.
14. Accepts new challenges.
15. Accepts supervision willingly.
16. Adapts to change/demonstrates flexibility.
17. Manages time effectively.
18. Follows rules and regulations.
19. Produces quality work.
20. Works within guidelines.
21. Takes responsibility for mistakes and/or good work.
22. Complies with safety and health rules.
23. Utilizes equipment correctly.
24. Maintains clean and orderly work area.
25. Demonstrates personal hygiene and cleanliness.
32. Explain the concept of profit.

Group G - Entrepreneurship

1. Analyze business organizations.
2. Identify skills required of a business owner.
3. Recognize relevant, ethical issues in business.
4. Identify the personal characteristics of entrepreneurs.
5. Analyze the contents of a business plan.
6. Recognize the importance of technical assistance.
7. Explain types of business ownership.

Group H - 35 mm Camera and Darkroom

Photography - with 35 mm camera and darkroom procedures, which will transform ideas or scene into a finished photograph. Student will understand basic photography. Students will learn about and how to select, use, and care for equipment. They will also be familiar with careers in the field of photography.

1. Operate a 35 mm camera and explain different camera techniques used in photography (e.g. film types, filters, lenses, subjects, lighting, exposure, aperture).
2. Develop a black and white film and make a final print.
3. Explain basic scientific concepts involved in the photographic process.
4. Clean and maintain darkroom and equipment.

Manufacturing

Group A - Safety

Manufacturing sites are often the home of hazardous machines and materials. Safety is everyone's job in the workplace and a large body of knowledge is necessary to protect oneself and others from possible injury. To demonstrate knowledge, skills and attitudes conducive to safety, the student will:

1. Apply basic emergency first aid techniques and use safety equipment.
2. Comply with shop and equipment safety rules.
3. Inspect, clean and organize work area and equipment for a safe working environment.

Group B - Maintenance

Good maintenance is essential to the efficient operation of any manufacturing operation. Today's more complex systems require that everyone involved with them have a better understanding of the system and the areas that require maintenance. To demonstrate proper maintenance techniques, the student will:

5. Identify and maintain handtools for a specific job.
17. Perform basic maintenance on machines.
19. Recognize when cutting tools need reconditioned, and determine best procedure for reconditioning.
20. Change and dress grinding wheels.
29. Clean and store precision measurement tools, handtools, cutters, fixtures, jigs and grinding wheels.
37. Explain the use of temperature in assembly and removal of parts.
40. Identify the purpose of pneumatic pressure regulators and systems.
42. Demonstrate basic pipe fitting techniques and terminology.
43. Differentiate between basic AC/DC principles, single and three-phase.
44. Connect and troubleshoot switch, outlet, and light fixture.
45. Explain different types of electrical motors and solenoids.
46. Demonstrate use of volt/ohm meters.

Group C - Processing Materials

Material processing constitutes a large area of manufacturing. The variety of processes continues to grow as new materials and techniques are introduced. In order to demonstrate competence in material processing, the student will:

3d. Explain various class/types of finishes.
4. Cut threads with taps and dies.
6. Work materials with hand and portable power tools.
7. Demonstrate processes of materials shearing and forming techniques.
8. Demonstrate fastening techniques.
14. Set up and use vertical, horizontal and circular saws.
21. Set up and use a lathe and mill, manual, NC or CNC.
24. Explain the use of tool room and production machinery plus correct chip geometry and coolant system on those machines.
25. Identify types of steels and general uses.
27. Explain basic heat treatment of metals.

Group D - Enterprise/Mass Production

Production planning is the key element in manufacturing. CAD, CAM, CIM and many other computer tools are rapidly replacing older techniques in organizing for production. To demonstrate competence in this area, the student will:

3a. Identify various manufacturing enterprises in relation to types of organization and ownership, marketing of a product, safety management, and product liability.
15. Select and use jigs and fixtures for machine operations.
16. Set up and use portable drills and drill presses.
18. Plan sequence of machining operations.
18a. Plan sequence of operations for production.
47. Explain principles of systems including heat exchange, robotics, and plastic molding.
53. Explain a CAD/CAM and CNC and describe its use in flexible manufacturing systems (CIM).

Group E - Planning/Measurement

Precision measurement and planning skills are necessary to ensure high quality products and a minimum of waste. New techniques, such as laser measurement, are seen throughout manufacturing today. To demonstrate competence in planning and measurement, the student will:

9. Measure parts using precision measurement tools.
10. Measure, calculate and layout arcs and locations from a reference point.
12. Measure parts with metric and English systems.
13. Discuss basic gear and pulley applications.
31. Interpret and use blueprints, charts, diagrams, tables, and graphs.
32. Draw a sketch of a desired work piece.
32a. Develop a bill of materials.
54. Utilize trigonometry and other math skills in material fabrication applications.

Group F - Welding

Welding in manufacturing takes on new meaning today with the introduction of exotic alloys, robotic welders, and new welding/cutting processes. To demonstrate competence in welding the student will:

33. Demonstrate welding of metals in various positions using arc, and MIG or TIG.
34. Weld steel and aluminum in various positions.
39. Explain destructive and nondestructive methods of testing welds.

Group G - Leadership

1. Follows directions.
2. Speaks efficiently in front of others.
3. Leads a discussion.
4. Organizes an event.
5. Delegates duties.
6. Utilizes time effectively.
7. Prioritizes series of tasks.
8. Defines goals.
9. Works effectively with others.
10. Listens effectively.
11. Facilitates group interaction.
12. Resolves conflict.
13. Adapts to environment/situation.

Group H - Job Getting - Job Keeping

1. Identifies requirements for a job.
2. Completes required forms.
3. Writes application letter.
4. Evaluates job offer.
5. Interacts with others in a courteous and tactful manner.
6. Cooperates with others.
7. Accepts individual differences.
8. Respects the property of others.
9. Organizes thoughts and clearly expresses point of view.
10. Organizes thoughts and writes clearly.
11. Exhibits dependability.
12. Demonstrates punctuality.
13. Asks for help when needed.
14. Accepts new challenges.
15. Accepts supervision willingly.
16. Adapts to change/demonstrates flexibility.
17. Manages time effectively.
18. Follows rules and regulations.
19. Produces quality work.
20. Works within guidelines.
21. Takes responsibility for mistakes and/or good work.
22. Complies with safety and health rules.
23. Utilizes equipment correctly.
24. Maintains clean and orderly work area.
25. Demonstrates personal hygiene and cleanliness.
27. Explain the concept of competition.
28. Analyze the concept of supply and demand.
32. Explain the concept of profit.
50. Explain the various avenues of advancement in different industrial manufacturing occupations.
51. Explain labor and management roles in a manufacturing company including such concepts as unions, negotiations, strikes, ethics, and contracts, etc.

Group I - Entrepreneurship

1. Analyze business organizations.
2. Identify skills required of a business owner.
3. Recognize relevant, ethical issues in business.
7. Explain types of business ownership.

Engineering Related

Group A - Basic Drafting Skills

Learning concepts related to scale and construction technique as well as selecting the right tools for a drawing exercise are necessary skills for elementary drafting. These are the skills that lay the foundation for advanced drafting. To demonstrate basic drafting skills, the student will:

1. Use and maintain basic manual drafting equipment and machines.
2. Use architect, metric, civil, and mechanical engineer's scales and demonstrate scaling techniques.
3. Identify and draw the various line types.
4. Demonstrate correct lettering techniques (e.g., freehand, instruments).
5. Reproduce drawings (i.e., blueprints, plots).
6. Prepare drawings/designs using a variety of mediums (i.e., ink, lead).

Group B - Geometric Construction

All drawings are constructed of basic geometric shapes. The connecting of these shapes form even the most complex drawings. In order to demonstrate skill in geometric construction, the student will:

7. Construct and bisect lines, arcs and angles.
8. Construct perpendicular and parallel lines.
9. Construct geometric shapes (e.g., pentagon, hexagon, octagon).
10. Construct drawings of tangent lines, arcs and ellipses.
11. Draw orthographic views and transfer features.
12. Freehand sketch-orthographic and pictorial views.
13. Apply basic dimensioning techniques.
14. Construct basic sectional views.

Group C - Drawing Specifications

A drafter is expected to fill in details for the engineer or designer. Specifications on materials and components as well as processes are often left to the drafter to decide upon. To demonstrate skill in the use of specifications and use of references and standards, the student will:

17. Solve mathematical problems related to drafting (e.g., conversion of units).
18. Use drafting references and standards.
20. Identify common manufacturing and construction materials.
21. Identify types of fasteners, bearings, seals and springs.

Group D - Computer Aided Drafting

Computer Aided Drafting (CAD) is rapidly becoming the instrument of choice for drafting work. Manual skills of lettering, line construction and use of scales are easily handled on CAD equipment. To demonstrate skills in the use of CAD, the student will:

22. Demonstrate keyboarding skills.
23. Demonstrate basic CAD operations (i.e., log on and off, use of menu and retrieval and storage of drawings using a CAD filing system).
24. Demonstrate proper care and maintenance of CAD equipment (e.g., floppy disks, plotter pens).

Group E - Mechanical Drawings

Mechanical drawings are the graphic language of manufacturing. The drafter's job is to communicate to the machinist, assembler, supplier and others the intents of the designer. To demonstrate competence in mechanical drawings, the student will:

15. Construct axonometric oblique and one and two point perspective drawings.
16. Construct drawings of primary and secondary auxiliary views.
26. Construct object intersections and developments.
27. Identify appropriate manufacturing processes.
28. Use precision measuring instruments.
29. Construct keyway and keyseat drawings.
30. Calculate tolerances and fits.
31. Construct and interpret geometric dimensioning and tolerancing symbols.
32. Construct spline and gear drawings.
33. Construct cam and follower drawings.
34. Construct fastener head drawings.
35. Construct schematic and simplified thread drawings.
36. Interpret and construct welded assembly drawings.
37. Construct casting drawings.
38. Construct drawings of molded plastic parts.
41. Identify and select piping components (e.g., pipe schedules, fittings, etc.).
42. Construct fluid power schematic drawings.
43. Construct sheet metal-flat pattern drawings.
44. Construct exploded and orthographic assembly drawings.
58. Construct drawings of electronic diagrams (i.e., schematic, connection, interconnection).

Group F - Architectural Drawings

Architectural drawings are the graphic language of building trades. Architectural drafters generate drawings and specifications for builders, plumbers, electricians and others to communicate the architects ideas. In order to demonstrate competence in architectural drawings, the student will:

45. Construct an architectural presentation drawing with a site plan (i.e., landscape symbols), building elevations and wall sections.
46. Construct various section and detail drawings (i.e., stairs, walls, roofs).
48. Construct interior and exterior elevations drawings.
49. Construct framing plans.
50. Construct drawings of standard structural connections (e.g., beam).
51. Develop, construct and dimension a residential floor plan layout.
52. Construct foundation/basement plans.
54. Prepare window, door and finish schedules.
56. Construct a building perspective drawing.

Group G - Leadership

1. Follows directions.
2. Speaks effectively in front of others.
3. Leads a discussion.
4. Utilizes time effectively.
5. Priortizes series of tasks.
6. Defines goals.
7. Works effectively with others.
8. Listens effectively.
9. Resolves conflict.
10. Adapts to environment/situation.

Group H - Job Getting, Job Keeping

1. Identifies requirements for a job.
2. Completes required forms.
3. Writes application letter.
4. Evaluates job offer.
5. Interacts with others in a courteous and tactful manner.
6. Cooperates with others.
7. Accepts individual differences.
8. Respects the property of others.
9. Organizes thoughts and clearly expresses point of view.
10. Organizes thoughts and writes clearly.
11. Exhibits dependability.
12. Demonstrates punctuality.
13. Asks for help when needed.
14. Accepts supervision willingly.
15. Adapts to change/demonstrates flexibility.
16. Manages time effectively.
17. Follows rules and regulations.
18. Produces quality work.

Group H - Job Getting, Job Keeping - Cont.

19. Works within guidelines.
20. Takes responsibility for mistakes and/or good work.
21. Complies with safety and health rules.
22. Utilizes equipment correctly.
23. Maintains clean and orderly work area.
24. Accepts new challenges.
25. Demonstrates personal hygiene and cleanliness.
26. Explain the concept of organized labor and business.
27. Explain the concept of profit.

Group I - Entrepreneurship

1. Recognize relevant, ethical issues in business.

Construction

Group A - Safety

Safety is an important consideration in the construction trades. There are more than the normal possibilities for accidents during construction of buildings due to hazardous equipment, heavy construction materials, and strenuous manual labor. To demonstrate knowledge, skills, and attitudes that reduce the possibility of accidents, the student will:

1. Comply with shop and equipment safety rules (OSHA).
2. Inspect workplaces for safe working environment and report unsafe conditions.
3. Correct safety hazards.
6. Identify climbing equipment and demonstrate the set up of ladders, ladder jacks, planks and scaffolds.
20. Demonstrate proper shoveling and lifting techniques.

Group B - General Maintenance

General maintenance contributes to the overall efficiency of any construction operation. A well maintained work site, properly cared for tools, and suitably stored materials enhance the overall quality of a project. To demonstrate competence in the area of general maintenance, the student will:

7. Clean and maintain work area and leave it in safe condition.
9. Follow tool check out and maintenance procedures including reporting of equipment failures.
11. Receive, inspect, stack, and properly store equipment, materials, and supplies on site.
16. Maintain and utilize basic hand and power tools properly such as a hacksaw, circular saw, hand saw, screwdrivers, drills and bits, hammers, sabre saw, reciprocating saw, chisels, jointer, planer, and file.

Group C - Planning

An old axiom goes, "Measure twice and cut once". Such is the hallmark of planning. A well planned construction project eliminates wasted material, time, and money as well as contributing to safety. In order to demonstrate competence in planning, the student will:

4. Identify the role and function of building codes and inspectors.
14. Perform public relations activities.
21. Measure and compute using fractions and decimals.
22. Measure accurately and use the following instruments: ruler, tape measure, chalk line, level, transit, square, volt meter, and amp meter.
23. Explain the cost of doing a job to include labor, tools, materials and overhead and their relation to profit.
24. Compute the quantity of commonly used materials needed for a job.
25. Explain the importance of estimating to the construction trade.
38. Identify parts and materials using a suppliers' and manufacturers' catalog/manual.
41. Identify basic materials for particular trade or process.
50. Identify the side wall and ceiling insulations, vapor barriers, ventilation and air infiltration.
51. Identify parts of a stair and compute rise, run, and headroom.
65. Identify anchors, hangers, and supports and their appropriate use in each trade.

Group D - Foundations

A sturdy foundation is essential to all buildings. Without a properly designed and constructed foundation, the finest of buildings will soon be of little value. To demonstrate knowledge and skills in foundation construction, the student will:

26. Explain how to prepare a building site to include the following: Establish elevation reference points from bench mark; establish footing grades; locate and square corners; install batter boards; set grade stakes; layout building using transit.
27. Explain all components of preparing foundations and footings.
28. Building footings.
29. Build forms for concrete including the erection of plywood panel wall forms to include anchor bolts, bulkheads and keystones on an appropriate footing.
31. Pour, screeding and finish concrete.
32. Strip and clean forms.
33. Explain and demonstrate bonding of mason walls.
34. Cut bricks using mason saw and brick hammer.
35. Construct brick veneer walls including mixing mortar by hand and tooling joints.
36. Explain joint finishes.
37. Clean brick walls.
74. Explain the use of earth moving site preparation equipment in preparation construction sites.

Group E - Structure

The basic structure of a building provides its general shape and contributes to the overall strength of the building. Fabrication of the basic structure entails a variety of tasks. To demonstrate competence in these tasks, the student will:

18. Cut material to specified dimension and shape.
19. Install and remove fastener properly.
39. Lay out structural members on center.
40. Identify the parts of a structure from a cross-section on a blueprint.
47. Identify types of roofing systems including common standards associated with roofing.
49. Demonstrate proper installation procedures and flashing of a three tab shingle system.

Group F - Interior/Exterior Finish

Finishing construction materials provides protection and improves appearance. Interior and exterior finish is especially important because the overall quality of a project is first judged by the quality of its finish. To demonstrate competence in the area of finishing, the student will:

42. Identify different types of exterior finishes.
43. Identify the pros and cons of exterior finishes.
45. Identify different types of interior trim and finishes.
46. Miter and install molding trim.
63. Explain the proper procedures for preparing a surface for finishing and selecting a proper finish.

Group G - Electrical

Proper electrical installation is essential to the safety of building occupants. Electrical shock can kill. Overloading and poor connections cause fires. In order to demonstrate competence in electrical installation, the student will:

52. Splice a wire correctly.
53. Wire and diagram the following switching arrangements: a) 3-way switching system on one light; b) a single pole switch on one light; c) a single pole switch on two lights; d) a duplex receptacle.
54. Identify and explain ground fault protection, and where they are required.
55. Identify types and sizes of wire, wire coverings, and appropriate short circuit protection.
56. Identify types and sizes of electrical conduits and demonstrate connection techniques.
57. Demonstrate and compute the use of Ohm's law.
58. Identify the method of transporting electrical power from generating station to utilization locations.
59. Draw and explain a simple motor start and stop, ladder diagram and schematic.
61. Diagnose malfunctions of simple electrical systems using test and measurement equipment and repair.
62. Read and interpret information given on motor nameplates.

66a. Observe the installation and connection of an electrical service entrance and breaker box.

Group H - Plumbing and Heating

Proper plumbing, heating and air conditioning contribute to comfort and sanitation. To demonstrate competence in these areas, the student will:

66. Explain the installation of a water faucet and water closet replacement.
67. Explain the difference between the components and operation of the following HVAC systems: steam, hot water, forced air and unit ventilation, air conditioning, and solar systems.
70. Identify the plumbing system in a structure.
71. Identify the components and functions of sanitary and storm sewer systems in a community.

Group I - Leadership

1. Follows directions.
2. Organizes an event.
3. Communicates effectively at all levels.
4. Utilizes time effectively.
5. Prioritizes series of tasks.
6. Defines goals.
7. Works effectively.
8. Listens effectively.
9. Resolves conflict.
10. Adapts to environment/situation. Move the following to Job Getting - Job Keeping

Group J - Job Getting, Job Keeping

1. Identifies requirements for a job.
2. Completes required forms correctly.
3. Writes application letter.
4. Evaluates job offer.
5. Interacts with others.
6. Cooperates with others.
7. Accepts individual differences.
8. Respects the property of others.
9. Organizes thoughts and clearly expresses point of view.
10. Organizes thoughts and writes clearly.
11. Exhibits dependability.
12. Demonstrates punctuality.
13. Asks for help when needed.
14. Accepts new challenges.
15. Accepts supervision willingly.
16. Adapts to change/demonstrates flexibility.
17. Manages time effectively.
18. Follows rules and regulations.
19. Produces quality work.
20. Works within guidelines.
21. Takes responsibility for mistakes and/or good work.
22. Complies with safety and health rules.
23. Utilizes equipment correctly.
24. Maintains clean and orderly work area.

Group J - Job Getting, Job Keeping - Cont.

25. Demonstrates personal hygiene and cleanliness and proper physical condition.
26. Takes pride in self and work.
27. Explains the concept of profit.
28. Identify career opportunities available in the construction industry.
29. Complete a basic time card.

Group K - Entrepreneurship

2. Identify skills required of a business owner.
3. Recognize relevant, ethical issues in business.
5. Analyze the contents of a business plan.
6. Recognize the importance of technical assistance.
7. Explain types of business ownership and organizations.
8. Identify factors in obtaining finances for a new business.

Service - Technical

Group A - Safety

Safety is an important consideration when dealing with electrical and electronic equipment as well as the tools used to work with such equipment. Accidents can be prevented by learning and observing important safety practices. In order to demonstrate competence in safety, the student will:

1. Apply basic first aid techniques.
2. Inspect work area and equipment for safe working environment.
3. Comply with shop and equipment safety rules and report violations.

Group B - Direct and Alternating Current

All modern electrical and electronic equipment operates on direct and alternating current. Without these basic power sources our computers, microwave ovens, CD players, and the factories that make these conveniences could not exist. People who design, manufacture, sell, or service such equipment need more than a casual acquaintance with the concepts and skills involved in direct and alternating current. To demonstrate knowledge and skills in dealing with direct and alternating current, the student will:

4. Interpret component identifiers and read schematics (i.e., color codes, manufacturers, and type numbers).
5. Explain the basic circuit components of resistance, capacitance, and inductance.
6. Explain the concepts of DC and AC current.
7. Analyze, construct, and troubleshoot series, parallel, and series-parallel circuits.
8. Explain Ohm's law (R=E/I) and the variables of resistance, voltage and current.
9. Analyze, construct, and troubleshoot resistance X capacitance (RC), resistance X inductance (RL), resistance X capacitance X inductance (RCL) circuits.
10. Set up and operate frequency counters, signal generators, oscilloscopes, multimeters, power supplies and DVOMS.
11. Analyze and apply principles of transformers to AC circuits using a schematic (e.g., single and three phase).
13. Explain the power formula (P=IE) and the variables of power, voltage and current.

Group C - Solid State

The development of electronic equipment has followed a path from the near mechanical telegraph, to vacuum tubes, to transistors, and finally to integrated circuits. Solid state devices, such as transistors, integrated circuits and other special devices are the nervous system of the electronic world. A technician needs a thorough understanding of the principles of solid state devices in order to design or repair electronic equipment. To demonstrate knowledge and skills in solid state fundamentals, the student will:

11a. Explain the characteristics of PNP, NPN and FET transistors including amplification, saturation and cut-off.
12. Analyze, construct, and troubleshoot simple common base, common emitter, and common collector transistor amplifiers using a schematic.
15. Identify optoelectronic and fiber optic devices and explain their operating principles.
16. Analyze, construct, and troubleshoot basic power supplies, filters and regulators using a schematic.
16a. Explain the concept of integrated circuits.
40. Explain electrostatic discharge sensitivity (ESDS) and the application of preventative practices.
45. Identify specific characteristics of various electronic devices using manufacturers reference manuals.
56. Define basic sensor types (e.g., tactile, video, fiber-optic, magnetic, thermal, sonic, pressure, and microwave).

Group D - Analog and Digital Circuits

Electronic equipment is constructed of many simple analog and digital circuits connected together to make up complex systems. The understanding of and ability to work with these basic circuits is necessary in order to troubleshoot modern electronic equipment. To demonstrate the knowledge and skills in analog and digital circuits, the student will:

17. Analyze, construct, and troubleshoot differential and operational amplifiers using a schematic (both discrete and integrated circuits).
20. Analyze, construct, and troubleshoot oscillators using a schematic.
21. Analyze, construct, and troubleshoot basic modulation circuits using a schematic.
22. Draw basic parts of a radio frequency communication system (simple AM or FM block diagram).
26. Analyze, construct, and troubleshoot basic digital logic gate integrated circuits using a schematic.
27. Analyze, construct, and troubleshoot basic flip flops and counter circuits using a schematic.
56. Define basic sensor types (e.g., tactile, video, fiber- optic, magnetic, thermal, sonic, pressure, and microwave).

Group E - Computer and Microprocessor

The most pervasive development in recent history is perhaps the computer. At the heart of the computer we find the microprocessor. These two inventions have penetrated all aspects of our lives. All technicians need the ability to work with computers and microprocessors. To demonstrate knowledge and skills in computers and microprocessors, the student will:

31. Perform keyboarding skills (letters and numbers) of at least 30 words per minute.
32. Perform tasks using a basic PC operating system (e.g., MS DOS).
33. Identify major hardware components of a PC system and the interconnecting of peripherals.
34. Explain PC serial and parallel communications ports.
35. Explain basic addressing modes of a microprocessor.
36. Describe and define branching, algorithms, and flow charting.
37. Explain simple machine language programs (e.g., arithmetic).
39. Prepare simple program to perform interface operations with switches and light emitted diodes (LED's).

Group F - Motors and Controls

As factories move toward more automation, the need for technicians with skills in process control as well as motors and motor control grows. Once relatively simple on/off mechanical controls have been replaced with complex servo control units with computer control feedback loops. Technicians required to maintain such equipment need knowledge and skills far greater than their predecessors. To demonstrate competence in motors and controls, the student will:

23. Evaluate simple electronic or electrical control diagrams for hydraulic and pneumatic systems as they pertain to automation.
24. Evaluate simple servo control systems.
27a. Explain the relationship of power and work.
47. Interpret control diagrams for electrical systems.
49. Identify basic principles of electric motor operations.

Group G - Shop and Lab Practices

A large body of skills that cuts across all areas of electrical and electronic fields is necessary in order to become a competent electronic/electromechanical technician. To demonstrate competence in these shop and lab practices, the student will:

18. Identify schematic symbols and read and interpret electronics schematic diagrams.
41. Remove and replace components on printed circuit boards using soldering and de-soldering equipment.
42. Record data, plot curves and graphs, and analyze results of laboratory experiments.
43. Write technical reports which document methods, results, and conclusions.
44. Identify major governing bodies which set standards relevant to the industry (i.e., military, IEEE UL, ANSI, NFPS, etc.).
46. Cross-reference various electronic devices between manufacturers reference manuals.
48. Diagnose malfunctions of electrical systems using test and measurement equipment (i.e.,fuses, circuit breakers, relay and solenoid failure, etc.).
50. Determine maintenance procedures using technical manuals.
51. Explain the importance of preventative maintenance and the recording of repair activities.
52. Disassemble, fit, straighten and reassemble parts.

Group G - Shop and Lab Practices - Cont.

53. Measure parts with precision tools (metric and English).
55. Read and interpret basic three view and three dimensional drawings.
57. Use basic shop skills of stripping wire, soldering, de-soldering, IC sockets, wire wrap, and assembling connectors.
58. Use basic power and hand tools associated with electronic and electrical service.
61. Explain statistical process control (SPC) and how it is utilized in industry for quality control.

Group H - Leadership

1. Follows direction.
2. Speaks efficiently in front of others.
3. Utilizes time effectively.
4. Prioritizes series of tasks.
4a. Utilize problem solving techniques.
5. Defines goals.
6. Works effectively with others.
7. Listens effectively.
8. Resolves conflict.
9. Adapts to environment.

Group I - Job Getting, Job Keeping

1. Identifies requirements for a job.
2. Completes required forms correctly.
3. Writes application letter.
4. Evaluates job offer.
5. Interacts with others in a courteous and tactful manner.
6. Cooperates with others.
7. Accepts individual differences.
8. Respects the property of others.
9. Organizes thoughts and clearly expresses point of view.
10. Organizes thoughts and writes clearly (including spelling).
11. Exhibits dependability.
12. Demonstrates punctuality.
13. Asks for help when needed.
14. Accepts new challenges.
15. Accepts supervision willingly.
16. Adapts to change/demonstrates flexibility.
17. Manages time effectively.
18. Follows rules and regulations.
19. Produces quality work.
20. Works within guidelines.
21. Takes responsibilities for mistakes and/or good work.
22. Complies with safety and health rules.
23. Utilizes equipment correctly.
24. Maintains clean and orderly work area.
25. Demonstrates personal hygiene and cleanliness.

Group I - Job Getting, Job Keeping - Cont.

26. Explains the concepts of competition.
27. Analyze the concept of supply and demand.
28. Explain the concept of organized labor and business.
29. Explain the concept of profit.
30. Explain the role of customer-supplier relationship in business.
62. Identify career opportunities available in the industry.

Group J - Entrepreneurship

1. Identify skills required of a business owner.
2. Recognize relevant, ethical issues in business.
4. Identify the importance of a business plan.
5. Recognize the importance of technical assistance.

Service - Mechanical

Group A - Safety

Working with automobiles can be dangerous if proper precautions are not observed. Moving parts, drive belts, hot surfaces, caustic and explosive fluids as well as the sheer weight of an improperly supported vehicle can cause serious injury. Accidents can be prevented by learning and observing important safety practices. To demonstrate competence in safety, the student will:

40. Apply shop and equipment safety rules including hazardous materials.
41. Apply first aid procedures.
42. Discuss the hazards of substance abuse in the workplace.
43. Identify and report unsafe shop conditions.

Group B - General Maintenance

Periodic preventive maintenance helps assure troublefree driving, long vehicle life, and greater resale value. Even though new cars require less maintenance than in the past, it is still essential. To demonstrate the knowledge and skills required to perform general automotive maintenance, the student will:

6. Identify, remove and replace worn or damaged belts and hoses.
7. Test and install engine coolant, caps, and pressure test.
8. Identify, remove and replace engine temperature control components.
9. Check and/or change all fluids and filters per specifications.
10. Lubricate vehicle per specifications.
11. Demonstrate proper handling of seals and bearings.
12. Inspect tires and wheels for damage, irregular wear and pressure.
13. Rotate and balance wheels.
25. Check, remove and replace exhaust system components.
26. Evaluate operation of heating and air-conditioning systems. Perform repairs on heating systems.

34e. Cut threads with taps and dies, remove broken fasteners, and repair threads.

34f. Identify and specify SAE and metric fasteners.

44. Demonstrate use of measuring devices (micrometer, etc.).
45. Demonstrate proper care and use of hand and power tools.

Group C - Chassis, Suspension & Brakes

The safe operation of an automobile depends greatly on the condition of its chassis, suspension, and brakes. Accident avoidance maneuvers depend on the integrity of such components. To demonstrate competence in chassis, suspension, and brake maintenance, the student will:

1. Inspect and identify suspension for damaged (worn) parts.
2. Remove, replace and pack wheel bearings.
3. Inspect and identify steering for damaged (worn) parts.
4. Remove and replace steering and suspension components.
14. Check brake system operation including antilock system.
15. Remove and replace brake system components.
16. Bleed and adjust brake system components.
17. Machine brake drums and rotors.
18. Rebuild wheel, master cylinders and calipers.

Group D - Engine and Drive Train

Today's automobile engines and drive trains are more efficient and troublefree than at any time in the history of cars. However, their complexity, with emission controls, electronic ignition and multiple sensor inputs, makes them more difficult to troubleshoot when things do go wrong. To demonstrate competence in engine and drive train maintenance, the student will:

20. Identify and test emission control systems and components, remove and replace as necessary.
22. Evaluate engine operation using testing equipment.
23. Remove, replace and adjust ignition components.
28. Identify, test, remove and replace fuel system component parts.
30. Disassemble, evaluate, and reassemble an engine.
31. Remove and replace engine.
36. Inspect, remove, replace and adjust clutch assembly and related components.
39. Inspect, remove and replace U-joints and carrier bearings.
39a. Remove and replace manual and automatic transmissions.

Group E - Automotive Electrical Systems

Electrical and electronic control in the automobile has reached unprecedented heights. Today's automotive technician needs a more thorough understanding of the role of electricity in the automobile than ever before. To demonstrate competence in automotive electrical systems, the student will:

34. Use necessary instruments to inspect, test, and repair electrical system (i.e. volt, ohm and amp meter).
34a. Test and evaluate automotive batteries using appropriate test equipment.
34b. Identify, test, and evaluate charging systems and components, remove and replace as required (includes use of appropriate diagnostic equipment).
34c. Identify, test, and evaluate starting systems and components, remove and replace as required (includes use of appropriate diagnostic equipment).
34d. Test and evaluate other electrical circuits and components using a volt meter, ohmmeter, ampmeter, test light.

Group F - Leadership

1. Follows directions.
2. Speaks efficiently in front of others.
3. Leads a discussion.
6. Utilizes time effectively.
7. Prioritizes series of tasks.
8. Defines goals.
9. Works effectively with others.
10. Listens effectively.
12. Resolves conflict.
13. Adapts to environment/situation.

Group G - Job Getting, Job Keeping

1. Identifies requirements for a job.
2. Completes required forms.
3. Writes application letter.
4. Evaluates job offer.
5. Interacts with others in a courteous and tactful manner.
6. Cooperates with others.
7. Accepts individual differences.
8. Respects the property of others.
9. Organizes thoughts and clearly expresses point of view.
10. Organizes thoughts and writes clearly.
11. Exhibits dependability.
12. Demonstrates punctuality.
13. Asks for help when needed.
14. Accepts new challenges.
15. Accepts supervision willingly.
16. Adapts to change/demonstrates flexibility.
17. Manages time effectively.
18. Follows rules and regulations.
19. Produces quality work.
20. Works within guidelines.
21. Takes responsibility for mistakes and/or good work.
22. Complies with safety and health rules.
23. Utilizes equipment correctly.
24. Maintains clean and orderly work area.
25. Demonstrates personal hygiene and cleanliness.
32. Explain the concept of profit.

Group H - Entrepreneurship

1. Analyze business organizations.
2. Identify skills required of a business owner.
3. Recognize relevant, ethical issues in business.
4. Identify the personal characteristics of entrepreneurs.
5. Analyze the contents of a business plan.
6. Recognize the importance of technical assistance.
7. Explain types of business ownership.

Vocational Student Organizations

Vocational-technical educators have long recognized the importance of providing students personal and professional leadership development competencies that complement the job specific knowledge and skills needed for entry and successful progression in a particular career field. The vocational student organization (VSO) has evolved as the instructional strategy to provide students with personal and professional leadership development. The ten (10) national vocational student organizations that are recognized by the United States Department of Education are:

Business Professionals of America
DECA - Delta Epsilon Chi
Future Business Leaders of America - Phi Beta Lambda
National FFA Organization
Future Homemakers of America
Health Occupations Students of America
National Postsecondary Agricultural Student Organization
National Young Farmers Education Association
Technology Student Association
Vocational Industrial Clubs of America

Vocational student organizations (VSOs) provide a unique program of career and leadership development, motivation, and recognition for middle/junior high, secondary, postsecondary, adult and collegiate students enrolled in vocational-technical education programs. The VSO is a powerful instructional tool that works best when integrated into the vocational-technical curriculum.

VSOs Reinforce Workplace Basics

While employers say that the most important skills for any employee are the "basics"--reading, writing and arithmetic, they want much more. In addition to the vocational skills needed for entry level employment and advancement, employers express the need for a workforce that is capable of:

* knowing how to learn
* reading, writing and computation
* communicating effectively
* creative thinking and problem solving
* personal management
* group effectiveness
* setting personal and career priorities

Active participation in a VSO helps students achieve these characteristics making them more attractive to employers, and better able to compete in the market place for success in their chosen careers.

The VSO: An Instructional Strategy

VSOs are extremely effective "instructional tools" when used properly. VSO activities are integral to vocational-technical education and most effective when they:

a. are strategies used to develop, improve, and expand occupational competencies increasing the relevance of instruction;

b. are an extension of the classroom and laboratory instructional program which enriches and enhances student learning;

c. provide organized activities for students to gain personal and leadership knowledge and skill making them more employable and preparing them to assume positive roles in the home and community;

d. demonstrate goals and purposes which parallel the philosophy of vocational-technical education and its service areas within the program;

e. provide realistic learning experiences in an organized program which are directly related to the preparation of individuals for employment in careers and preparation for their role as family members and citizens.

The VSO Chapter - Developing Leadership Competencies

Early studies determined that leadership at secondary and postsecondary levels was "predictive of later leadership in adult business and social activities." It was further found "that leadership in student led activity was more highly related to various criteria for adult success than were scholarship or academic achievement" (Base, 1981). The VSO chapter is not intended to replace the classroom or laboratory, but rather to supplement them, thus providing students the opportunity to develop leadership competencies in addition to the knowledge and skills they are learning in their vocational-technical education program.

Integrating Competitive Events into the Educational Program

Most VSOs offer a competitive events program. The competitive events program has several purposes. Among them are to:

* motivate students
* assist students in developing confidence in themselves and their occupational knowledge and skills
* develop self esteem
* refine occupational knowledge and skills
* develop individual and group leadership skills

The competitive events program of the VSO is an effective instructional tool to achieve the above and as a result, help students be more effective in their chosen career field. Competition is the means by which these goals are achieved, not the end or sole purpose of the activity. Likewise, the medallion, plaque or trophy the student might win is an added incentive, but not the purpose of the competition.

Competitive events can also help vocational education programs attract more students to their respective career fields, as well as encourage excellence in individual and team performance. Classroom and laboratory grades alone will not always motivate the student to give her or his very best and or achieve in their chosen career.

Competition also prepares vocational students for a highly competitive and demanding workforce. Graduates from vocational programs must have a competitive spirit if they are to advance within their chosen career fields. VSO members will have the opportunity to gain this "competitive edge" if they have participated in the competitive events program sponsored by the ten vocational student organizations. In the tradition of the Olympics, "you get the best from yourself when you give the best of yourself."

Summary

All students enrolled in a vocational-technical education program may also be actively involved in their respective VSO. To achieve this goal it is essential that vocational-technical instructors and school administrators understand the nature and purpose of the VSO. The VSO can greatly enhance the ability of the graduate of the vocational program to enter and advance in employment, as well as be a productive member of society. As a result, the vocational-technical education instructor should plan to integrate the VSO into the curriculum as it is being planned and developed.

TSA

Technology Student Association

The association was started by teachers who wanted to provide opportunities for their industrial technology students to receive recognition for their accomplishments.

Previously the TSA was know as the American Industrial Arts Student Association. It received non-profit corporation status in 1978. Since that time Iowa and other states have been chartered by AIASA Inc., as affiliated State Associations. In June 1988 AIASA changed its name to the Technology Student Association (TSA).

State Associations of TSA are comprised of chartered school chapters throughout the state. The State Consultant of Industrial Technology is the official contact person and facilitator. The organization's state officers and chapter advisors meet two or three times a year to conduct business and plan the fall conference, spring conference and the trip to the National Conference.

The organization of TSA begins in the classroom and laboratories where industrial technology is taught. Here students use TSA activities and learn how to participate in a democratic organization. At the school level a chapter is organized by and for students who want to be members of an ongoing association of industrial technology students. As members of TSA, students earn recognition for their achievements in industrial technology and participate in leadership development and community service projects.

The state level TSA provides opportunities for students from different schools to work and learn together through leadership conferences and competitive events. The national level of TSA provides opportunities for all members to work and learn together with students from states throughout the United States of America.

TSA provides vital and expressive component to any industrial technology program in which students may develop and improve skills in the affective domain areas.

VICA

Vocational Industrial Clubs Of America

VICA is an organization for trade, industrial, technical and health occupations students only. VICA is designed for students and run by students.

VICA chapters choose, plan and conduct their own activities. As a VICA member, students will develop into a well-rounded person with social and leadership abilities as well as occupational skills. VICA instills spirit and a desire to learn, to grow and to become a productive citizen.

VICA prepares students for life. It brings together people who share common interests and exchange ideas. They discuss problems and earn recognition through a national program of awards and contests. VICA broadens perspectives through joint activities of chapters and states. It offers an integral part of a student's education to make it more meaningful.

The United States Department of Education recognizes the educational programs and philosophies of VICA as being an integral part of vocational instruction.

Model Programs for Marketing Education

Developed by Program Management Committee

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Overview

One of the most important purposes of public education in Iowa is to prepare youth for a successful transition to the world of work and in so doing, to meet our changing economy's need for a skilled and flexible workforce.

Marketing is an important part of the American economic system. It is that segment of economics which identifies the customer's needs and desires for products and services, provides information for new and improved products and services and informs consumers about the many diverse products and services that are available. These marketing activities should result in an increased standard of living for members of society and in a profit for business owners.

Marketing is one of the fastest growing areas of employment in Iowa and across the nation. It is estimated that over one-third of the American labor force is employed in a marketing occupation or in a position requiring marketing skills. The largest percentage of these marketing jobs is in profit-oriented business; however, people with marketing skills are increasingly being employed to help market the services of not-for-profit organizations (i.e. hospitals, religious organizations, charities and government agencies).

Marketing is a field that gives expression to creativity and requires problem solving, decision-making, and critical thinking to successfully meet the needs of the public. Judgement in carrying out functional marketing takes is a key to successful job performance. Basic academic skills are particularly important for employment success and advancement in marketing careers.

Thus, marketing education is uniquely suited to meet the occupational needs of a growing Iowa economy and to deliver entrepreneurial and small-business management education.

Goals

Marketing education in Iowa has two goals. The first goal is to provide the necessary training for graduates to immediately enter marketing careers upon graduation. The second goal is to provide students the academic knowledge base and learning experience necessary to pursue advanced education in marketing.

Mission

Achieving the goals of marketing education requires a unity of purpose which is reflected in the following mission statement:

> "The mission of marketing education is to develop competent workers for marketing occupations through instructional programs that provide participants with the necessary skills and knowledge to enter career-level positions in marketing, continue their marketing education, assist in the improvement of marketing techniques, and build an understanding of the wide range of social and economic responsibilities that accompany the right to engage in a marketing business in the United States economic system."

The mission of marketing education contains four directives:

1). to provide students with the training, education, and direct experiences necessary to enter meaningful work and further their education

2). to provide students the academic knowledge base and learning experience necessary to pursue advanced degrees in marketing

3). to improve marketing practices in the local community

4). to develop an entrepreneurial attitude in program participants

Curriculum Framework

The marketing education program instructional content should have as its primary focus the marketing functions and their applications. Students at all levels of instruction must either possess or attain competence in a variety of foundational skills essential to the understanding and application of the marketing functions. The curriculum framework for marketing programs is, therefore, divided into two categories: Foundational Skills for Marketing and Marketing Functions and Applications.

Foundational Skills for Marketing

Human Resource Foundations: Basic skills and understandings, critical to success in many occupations, that may be viewed as pre- or co-requisites for the study of marketing. Topics include:

1. mathematics,
2. communications,
3. self-understanding,
4. human relations skills,
5. decision-making, and
6. resource usage skill.

Marketing and Business Foundations: An understanding of the business environment and the marketing and management systems within which business decisions are implemented. Topics include:

1. functions of business,
2. ownership structures,
3. management functions,
4. budgeting considerations, and
5. business operations.

Economic Foundations: Basic economic principles and concepts of free- enterprise and free-market economies that are fundamental to and understanding of marketing activities. Topics include:

1. basic concepts,
2. economic systems,
3. cost-profit relationships,
4. international concepts of trade and interdependence, and
5. economic trends and indicators.

Marketing Functions

Distribution: Activities associated with the physical movement or transfer of ownership of a product or service from producer to consumer.

Financing: Determining the need for and availability of financial resources to facilitate marketing activities.

Management of Marketing Information: Procedures and methods for the continuous gathering, analyzing, and dissemination of information to facilitate marketing decisions including the automatic processing of these data.

Pricing: Determining an exchange price at which buyer and seller perceive optimum value for the goods or services.

Product Planning for Goods and Services: The process of developing the product or service mix in response to market opportunities.

Promotion: Communication information about products, services,images, and/or ideas to influence purchase behavior.

Purchasing: Planning and procedures necessary to obtain goods and services for use in the business or for resale.

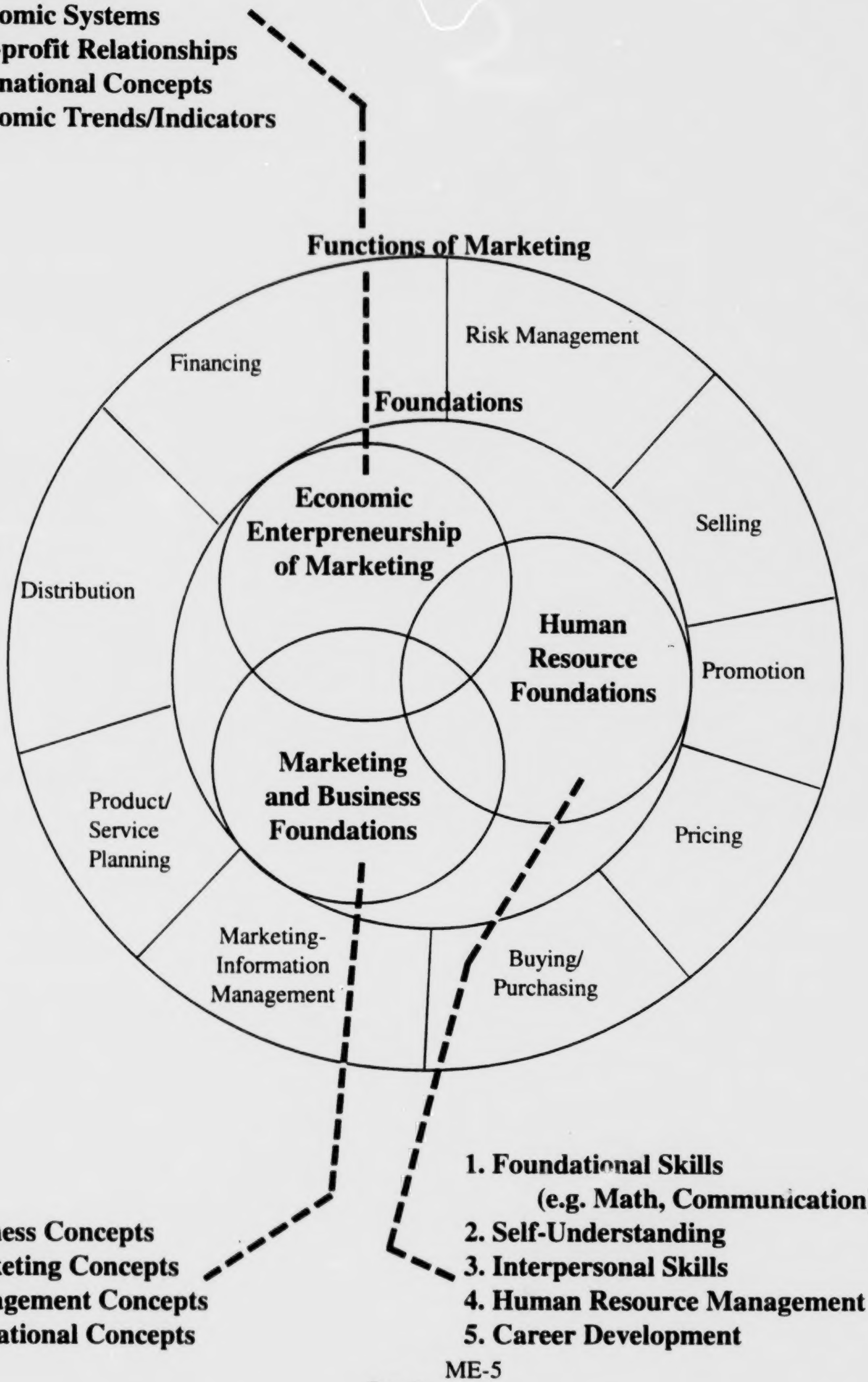
Risk Management: Managing marketing activities to optimize the relationships of potential loss to gain.

Selling: Responding to consumer needs and wants through planned,personalized communications in order to influence purchase decisions and ensure satisfaction.

Management: Organizing, planning, staffing, training, coordinating, researching, and directing the efficient operation of a business.

Entrepreneurship: Activities involved in organizing and managing a business and assuming the risk of success or failure. Program and specific courses in marketing education should remain flexible and diverse. This recognizes two facts relative to marketing. First, marketing is a fast changing, dynamic, and expanding field. Second, the field of marketing is broad and serves diverse client groups. Marketing programs should be designed and implemented to serve a wide variety of students-- the college bound, the student preparing for immediate employment, and the individual wishing to update and/or upgrade marketing knowledge.

Basic Concepts
Economic Systems
Cost-profit Relationships
International Concepts
Economic Trends/Indicators


Functions of Marketing
Risk Management
Financing
Foundations
Selling
Economic Enterpreneurship of Marketing
Distribution
Human Resource Foundations
Promotion
Product/ Service Planning
Marketing and Business Foundations
Pricing
Marketing-Information Management
Buying/ Purchasing

Business Concepts
Marketing Concepts
Management Concepts
Operational Concepts

1. **Foundational Skills**
   (e.g. Math, Communication)
2. **Self-Understanding**
3. **Interpersonal Skills**
4. **Human Resource Management**
5. **Career Development**

Educational Levels

Instruction should be provided in a wide range of marketing theory and skills applications designed to prepare students for varying levels of employment. Employment in marketing can be categorized in levels from simple to complex in terms of assigned responsibilities and the extent of skills and knowledge required. The occupational requirements for each level of employment guide the identification of instructional objectives and learning activities. Pre-baccalaureate marketing education is directed to instruction at the following levels of marketing employment.

Entry-Level marketing occupations involve standard of routine activities with limited need for decision-making skills. These jobs may be obtained by individuals with no previous marketing education, experience, or commitment to a marketing career. Competencies required to secure and hold such a job address good personal appearance, general business behavior, and basic skills such as math and communications. Examples include: cashier, sales person, or stock clerk.

Career-Sustaining level marketing occupations involve performing more complex duties, using routine decision-making skills, and limited control of one's own working environment. Individuals in a career-sustaining level job should have a basic understanding of the marketing concept and its foundations and have indicated an initial interest in marketing as a potential career. Examples include: sales associate, customer relations clerk, teller, sales representative, or telemarketing representative.

Marketing Specialist careers involve frequent use of decision-making and leadership skills. Jobs at this level require mastery of marketing skills across functions or extensive technical knowledge/skill in one function (e.g., selling or advertising). Individuals at the marketing specialist level need to have a thorough understanding of the marketing concept and its functions. Examples include: fashion merchandiser, advertising sales representative, financial sales representative, or buyer.

Marketing Supervisor positions involve a high level of competence in decision-making and leadership. Individuals in this role are responsible for planning, coordinating, and supervising people and/or marketing-related activities. Examples include: advertising manager, distribution center manager, customer relations manager, or sales manager.

Manager/Entrepreneur implies competence in a variety of tasks related to owning a business or managing a department within an organization. Individuals at this level are fully responsible for the success or failure of a unit within an organization or of a small-business enterprise. A comprehensive understanding of marketing and management competencies is required to function in this role. Examples include: merchandise manager, marketing manager, store manager, or owner.

Levels of Instruction

Marketing education programs should be made accessible to interested persons at the secondary, postsecondary, and adult levels. To assure sequential objectives and learning experiences from one level of instruction to the next, articulation between secondary and postsecondary curricula should be carefully planned.

Secondary programs: Most secondary marketing education programs are comprised of classes which provide instruction for a range of marketing occupations. Students with differing marketing career objectives are served in a single program through a variety of instructional techniques, such as large group instruction, individualized instruction, cooperative work experience and vocational student organization activities (DECA) and the school store.

Postsecondary programs: At the postsecondary level, the same organizational patterns exist but with greater variety in course offerings. Multiple career goals are accommodated through general marketing or mid-management programs. Some programs are also offered with specializations similar to those in secondary programs, but with more emphasis on service occupations, such as those in real estate and hospitality industries.

Adult programs: At the adult level, classes are organized to meet mainly short-term educational objectives. These classes are offered by local education agencies, postsecondary institutions, and industry. Most often those enrolled are employed workers who wish to advance themselves in their present jobs or to prepare for new employment opportunities.

Marketing education programs at all levels should strive to serve a cross-section of the population. The programs should meet the needs of those individuals seeking immediate employment in the field of marketing, those desiring further education and those pursuing careers in management and business ownership.

Articulation

The needs of students and industry must form the basis for planning and implementing effective instruction and training in marketing education programs. Instruction in marketing is available to students in secondary and postsecondary institutions as well as employed and unemployed adults through adult marketing programs. In order to assure that sequential objectives are achieved and learning experiences occur from one level to the next, careful articulation between program levels is necessary. Articulation refers to an effort to arrange instructional programs in a connected sequence in order to avoid instructional repetition.

Marketing Education Curriculum Guidelines

For many years, marketing education programs have received the support and endorsement of business on the national, state and local levels. Businesses have demonstrated that support by employing students on a part-time basis while the students were enrolled in marketing education, by hiring and promoting program graduates, through participation in advisory committees, as resource speakers, as sites for field trips, by sharing resource materials, funding projects and supporting student activities.

Students, parents, counselors and administrators have traditionally recognized marketing education as a vocational program using the cooperative education method and a strong student organization (DECA) to prepare students for careers in marketing, merchandising, and management.

Over the years, marketing education has become increasingly diverse. We teach many things, at different levels, to a very heterogeneous group of students, utilizing widely varied program structures, and a vast array of course titles. The proliferation of other cooperative vocational programs has added to an already complex mix. Schools and teachers have been asked to do more in their classes, particularly in high schools, including beginning and basic skills instruction. At the same time, programs at all levels are expected to serve students with more broad ranges of backgrounds and special needs. The result has been that we, as marketing educators, have found it increasingly difficult to answer the most basic questions asked of us: "What is marketing education?" "What do your students learn?"

Models

Because the competencies to be mastered are many and the levels of mastery of the competencies vary, plus the size of school districts, and the total resources available to that individual school district are varied, there are as many models to follow as there are districts to be served. For these reasons, the following models are just that, models to be followed to give guidance to developing a successful marketing education program for the individual school district.

It must be pointed out that the majority of the postsecondary programs in Iowa are specialized programs such as Food Marketing, Retail Marketing, etc. For these specialized programs, there will be special competencies dealing with that individual occupational area or industry that need to be added where necessary.

Course Offerings

The marketing education program has as its primary focus the marketing functions and their applications. Students at all levels must either possess or attain competency in a variety of foundational skills essential to the understanding and application of the marketing functions. These goals are most often achieved in the secondary school setting through the offering of a two-year comprehensive marketing curriculum consisting of an introductory and an advanced marketing course.

Course Descriptions

The brief course descriptions provide conceptual frameworks for educational planners that seek to design and implement a balanced program in marketing education. Teachers can use these descriptions to organize course offerings in marketing education. The descriptions are examples of content organization and are too brief for purposes of program approval. Local schools will need to be much more definitive regarding the content of their courses than is reflected in these course descriptions.

How To Use This Guide

This Marketing Program Guide contains a listing of competencies gathered from a variety of sources. While every effort has been made to make it complete, due to the complex and diverse nature of the discipline, this can only provide a primer of minimum competencies. Individual instructors should feel free to add to and develop additional competencies as needed.

This document is meant to be a self-contained guide to help marketing educators build a quality program. Using this guide the instructor may implement a program that fulfills the necessary requirements required by Iowa Vocational education standards. The authors wish to stress that this Guide is only an aid that may be used to develop programs and to meet the needs of individual school districts and individual programs and lead to the establishment of articulation agreements between secondary and postsecondary schools.

To use the Marketing Program Guide, instructors should refer to the competency listing to ascertain where each competency may fit into a particular subject area. Note that the underlined competencies are contained in General Marketing and those marked with an asterisk are contained in Entrepreneurship as identified by a Technical Committee of Practitioners in Marketing. Those in bold print are usually taught at the secondary level while those in normal print would most likely be developed at the postsecondary level. The bracketed numbers immediately following each competency correspond to instructional materials available through the MarkEd Resource Center, The Ohio State University, 1375 King Avenue, P.O. Box 12226, Columbus, Ohio.

Additionally, the competencies are coded for instructor ease in identification and aid in meeting State Infusion Standards (Higher Order Thinking Skills- HOTS; Multicultural Nonsexist- MCNS; Career- CAR; Technical- TECH; Human Growth and Development- HGD; Learning Skills- LSK; and Communication Skills- COM).

Model Programs

Secondary
Marketing Curriculum

Marketing
Education
Skills That Last a Lifetime

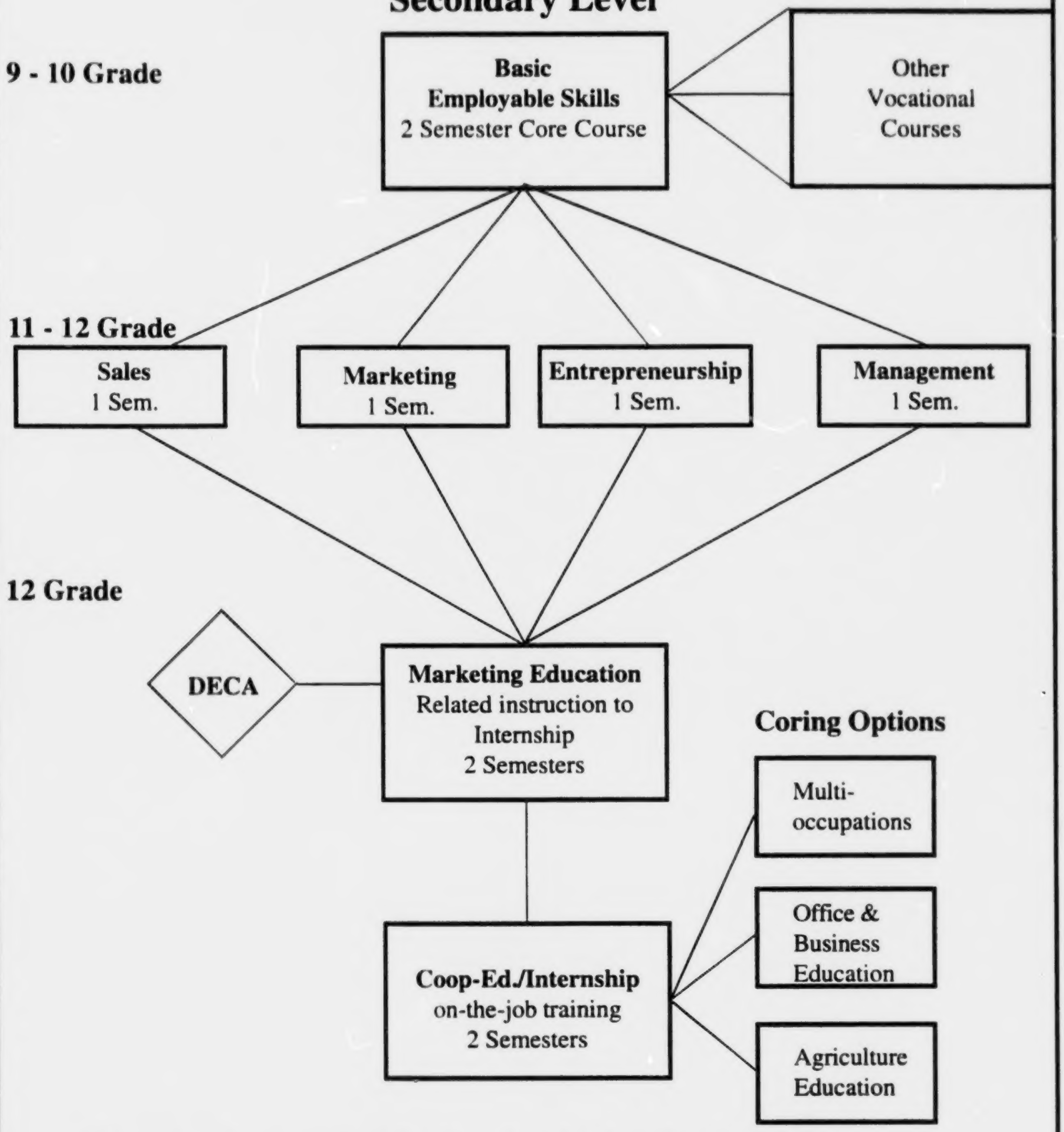
Course Options
Course Outlines
Minimum Competencies
Student Profile
State Infusions
Minimum Competencies

CREATED BY A. VICTOR COLLINS - OELWEIN HIGH SCHOOL - OELWEIN, IOWA

ME-12 612

Course Options

Marketing
Course Options
Secondary Level

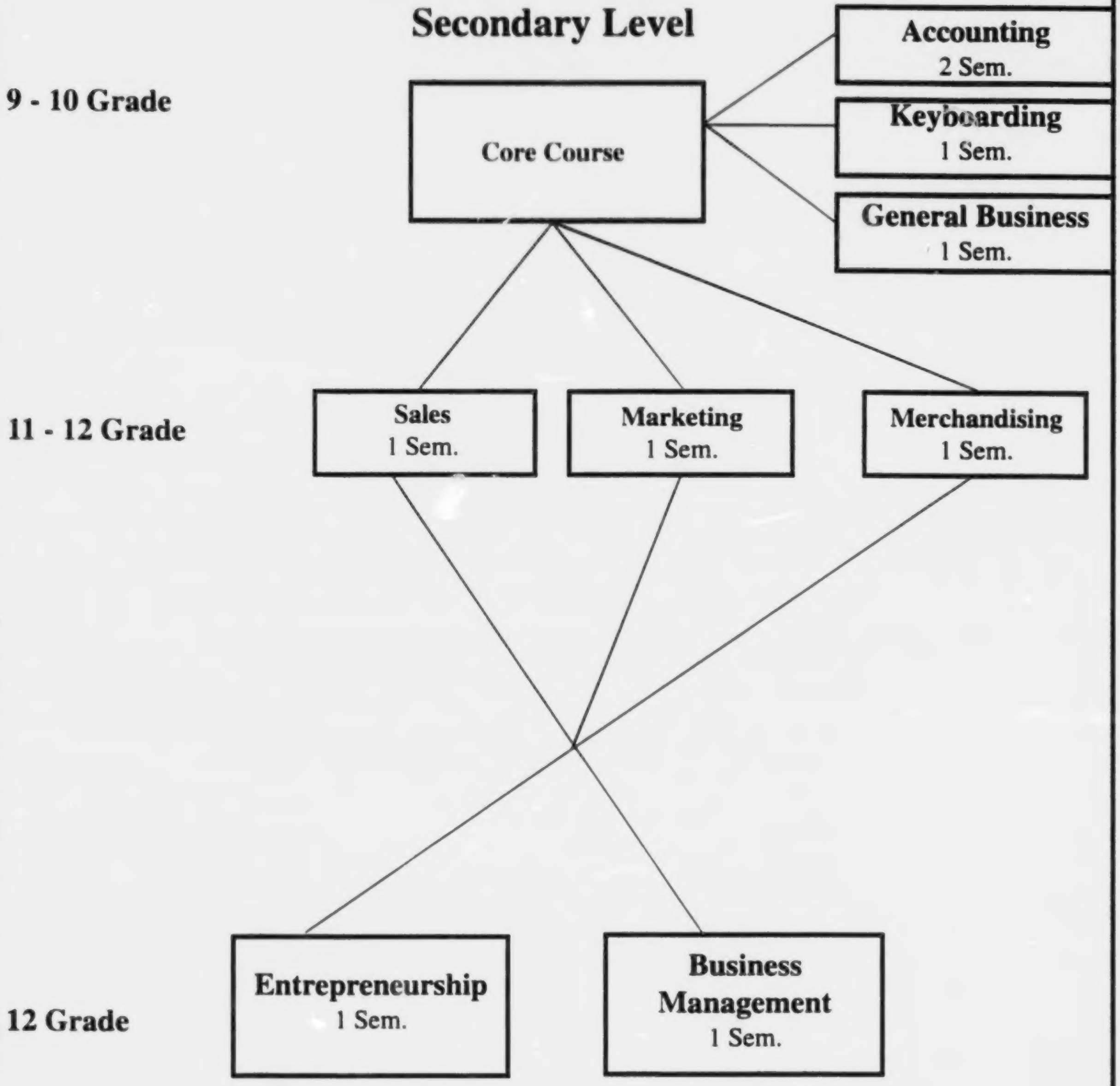

9 - 10 Grade
Basic
Employable Skills
2 Semester Core Course
Other
Vocational
Courses
11 - 12 Grade
Sales
1 Sem.
Marketing
1 Sem.
Entrepreneurship
1 Sem.
Management
1 Sem.
12 Grade
DECA
Marketing Education
Related instruction to
Internship
2 Semesters
Coring Options
Multi-
occupations
Office &
Business
Education
Coop-Ed./Internship
on-the-job training
2 Semesters
Agriculture
Education

6 Semester Courses meet the Vocational Education Standards

Note: The model shows two coring options; one at the 9th/10th grade level, and one at the 12th grade level. Standards only allow coring at one level.

Marketing
Course Options

Secondary Level


9 - 10 Grade
Core Course
Accounting
2 Sem.
Keyboarding
1 Sem.
General Business
1 Sem.
11 - 12 Grade
Sales
1 Sem.
Marketing
1 Sem.
Merchandising
1 Sem.
12 Grade
Entrepreneurship
1 Sem.
Business
Management
1 Sem.

6 Semester Courses meet the Vocational Education Standards

Note: The model shows a coring option at the 9th/10th grade level, without an internship/coop program at the senior level. Four of the five marketing courses would be offered at the 11 - 12 grade levels.

Marketing
Course Options

	COMPETENCIES
Basic Employable Skills 2 Semester Core Course	1.0, 2.0, 3.0
Sales 1 Sem.	1.3, 1.4, 4.01, 8.0, 12.0
Marketing 1 Sem.	2.01, 4.0, 5.01, 6.01, 7.01, 8.01, 9.0, 10.0, 11.01
Entrepreneurship 1 Sem.	2.0, 3.0, 4.0, 5.0, 6.01, 8.0, 9.01, 9.02, 9.04, 10.1 11.01
Management 1 Sem.	1.6, 2.3, 4.0, 5.0, 6.0, 9.01, 9.05, 10.0, 11.0, 12.02 12.05
Marketing Education Related Instruction with Internship/Coop. 2 Sem.	1.0, 3.0, Leadership

Note: The above curriculum arrangement is only a suggestion. The curriculum should be arranged to meet each school's need.

Course Description

Sales

(Persuasive Communications)

Grades 10-12 One Unit One Semester

Improve your verbal communications.

Sales is a course in human relations and communications. "To survive in the 1990's and beyond a student must know how to sell." The students will learn to sell themselves and their ideas. The course covers personality and the reasons people act and react the way they do. The techniques of preparing for and completing a sales presentation are studied. Each student is encouraged to improve his/her attitude and personality, to sell his/her ideas and work in a group. A good salesperson will always be in demand.

Note: Credits earned in this course can be transferred to most community colleges (depending on the student's major field of study).

COURSE OUTLINE

UNIT 1: CAREERS, OPPORTUNITIES, AND BENEFITS OF PERSONAL SELLING

UNIT 2: THE EFFECT OF SELLING IN A FREE ENTERPRISE ECONOMY

UNIT 3: COMMUNICATION STYLES (NEGOTIATION)

UNIT 4: THE CUSTOMER (ANALYZE CUSTOMER NEEDS AND WANTS)

UNIT 5: THE SELLING SYSTEM

UNIT 6: SOURCES OF PRODUCT INFORMATION

UNIT 7: UNDERSTANDING YOURSELF (PERSONALITY)

UNIT 8: KNOWING YOUR COMPANY AND THE COMPETITION

UNIT 9: TIME MANAGEMENT

UNIT 10: SALES DEMONSTRATION TECHNIQUES

UNIT 11: SELLING ETHICS

Marketing curriculum competencies/objectives suggestions: 1.3, 1.4, 4.01, 8.0,12.0

Marketing

Grades 10-12 One Unit One Semester

Marketing is a people-oriented field; it is the process of determining consumer needs and then directing products and services to meet those needs. Marketing includes such activities as: market research, buying, pricing, promotion, advertising, financing, etc. Marketing also includes instruction in merchandising and management. In the United States, over 50% of the country's employment is in areas that require an understanding of and skill in marketing. Marketing is a popular college major.

NOTE: Credits earned in this course can be transferred to most community colleges (depending on the students major field of study).

MARKETING CURRICULUM OUTLINE

Unit I Introduction To Marketing
  A. Classroom Management
  B. World Wide Use Of Natural Resources
  C. The Use Of Marketing In The World
  D. Careers In Marketing

Unit II The Marketing Environment
  A. Economics/Private Enterprise
  B. International Trade
  C. Business Cycles
  D. Competition
  E. Profit
  F. Supply and Demand
  G. Price

Unit III Elements Of Marketing
  A. Marketing
  B. Marketing Functions
  C. Marketing Strategies
  D. Utility

Unit IV The Marketing Mix
  A. People
  B. Product - Fashion Brands (optional)
  C. Promotion
  D. Place - Channels of Distribution
  E. Pricing

Unit V Developing A Marketing Plan (optional)

Marketing Competencies/objectives: 2.01, 4.0, 5.01, 6.01, 7.01, 8.01, 9.0, 10.0, 11.01

Entrepreneurship

Grades: 11-12 One Unit one semester

A study of the decisions that affect the ownership and management of a business enterprise. This course will give students instruction into the decisions and activities that have to be made and completed to start a new business enterprise or become an owner of some type of existing business.

Units of instruction include an orientation to business ownership, the methods of becoming an owner, an "in-depth" personal evaluation of each student's experiences and abilities that could be useful in business ownership or management, and a computer controlled simulation that allows the students to have some "practical" experience in making the day-to-day decisions that business owners have to make.

This course is especially useful to students that someday will work in the business world, someday have the dream of owning their own business, or for those students who will continue further study in any type of business area at a postsecondary school.

Credits earned in this course may be used for advanced standing credits at many community colleges in Iowa toward business degrees.

Entrepreneurship Course Outline

I. Overview of Entrepreneurship in America (4 Weeks)
  A. Benefits of Entrepreneurship Education
  B. America's Free Enterprise System
  C. Nature of Small Business
  D. Success/Failure Factors

II. Could I Be An Entrepreneur (4 Weeks)
  A. Skills, Abilities, and Characteristics of Entrepreneurs.
  B. Personal Assessment of Own Abilities.
  C. Types of Businesses I Could Start
  D. What About Working For Someone Else
  E. Preparations to Become a Business Owner

III. Basic Decisions of Ownership (4 Weeks)
  A. Ownership Options
  B. Determination of Legal Form of Ownership
  C. Financial Considerations
  D. Location Decisions

IV. Basic Decisions of Business Management (3 Weeks)
  A. Product/Service Mix
  B. Marketing
  C. Pricing
  D. Personnel
  E. Records Management

620

F. Profit/Loss Determination

V. Making Management Decisions (3 Weeks)
   - A. Location Decisions Simulation
   - B. Jeans Factory--Computer Simulation
   - C. Enterprise Sandwich Shops--Computer Simulation

Entrepreneurship curriculum competencies/objectives suggestions: 2.0, 3.0, 4.0, 5.0, 6.01, 8.0, 9.01, 9.02, 9.04, 10.1, 11.01,

Management

Grade 12 One Unit One Semester

This course places emphasis on planning, organizing, directing, and controlling of materials, labor and capital in the successful operation of a business enterprise. How to make things happen.

COURSE OUTLINE

UNIT 1: WHAT MANAGEMENT IS: MAKING THINGS HAPPEN

UNIT 2: WHAT MANAGERS DO: HOW THEY MAKE THINGS HAPPEN

UNIT 3: THE PLANNING PROCESS

UNIT 4: DECISION MAKING

UNIT 5: SETTING ORGANIZATIONAL OBJECTIVES AND GOALS

UNIT 6: COMMUNICATING WITH PEOPLE

UNIT 7: MOTIVATING EMPLOYEES

UNIT 8: LEADERSHIP

UNIT 9: CAREER OPPORTUNITIES IN MANAGEMENT

Management competencies/objectives suggestions: 1.6, 2.3, 4.0, 5.0, 6.0, 9.01, 9.05, 10.0, 11.0, 12.02, 12.05.

Marketing Education
(related course)

Grade 12 (or special approval) Two Units Two semesters

Prepare to hold a job and to go to college at the same time.

Prerequisite/corequisite: Students must take sales, and marketing either before or at the same time enrolled. A student must complete both semesters unless approved by the instructors.

Marketing education is designed to prepare students for the working world in a marketing related career. Instruction covered includes: written communication, oral communication, leadership, management, employer/employee relationships, etc. The students will have an opportunity to improve any weaknesses they may have with their basic educational skills.

Students may take this course and not be involved in on-the-job training. However, a student must take this course to be involved in on-the-job training. All students will be able to join DECA. Each student will be required to attend the employer/employee banquet at the end of the year.

Note: Credits earned in this course can be transferred to most community colleges (depending on the student's major field of study) Credits will only transfer upon the completion of both semesters.

COURSE OUTLINE

UNIT 1: ORIENTATION

UNIT 2: PERSONAL RECORDKEEPING AND MONEY MANAGEMENT

UNIT 3: EMPLOYER/EMPLOYEE RELATIONSHIPS (WORK ADJUSTMENT)

UNIT 4: LEADERSHIP (CLUB ACTIVITIES)

UNIT 5: CUSTOMER RELATIONS AND COURTESY

UNIT 6: BUSINESS COMMUNICATION (WRITTEN AND VERBAL)

UNIT 7: MERCHANDISE MATH (INCLUDING BASIC MATH SKILLS)

UNIT 8: CAREER PLANNING/JOB SEEKING SKILLS

Marketing Education competencies/objectives suggestions: 1.0, 3.0, 8.0, 12.04

Marketing Education Internship/Coop Ed.

Grade 12 (or special approval)   Two Units   Two semesters

Corequisite: Each student must take a marketing education (related class) while enrolled in ME Internship.

This course will introduce the student to the actual working world.

The coordinator will assist students in locating a training station that is agreed upon by the student, employer, and coordinator. An effort will be made to locate training as close to the student's interest as possible. The student may not change training stations without the approval of the teacher/coordinator. Each student and his/her employer will develop a training plan. The employer will grade the student. The student will receive 1 credit a semester for an average of 15 hrs. worked at the training station each week. A student who is fired because he/she is unemployable (stealing etc.) will fail the course. However, if the student loses the job through no fault of his/her own an effort will be made to place him/her again.

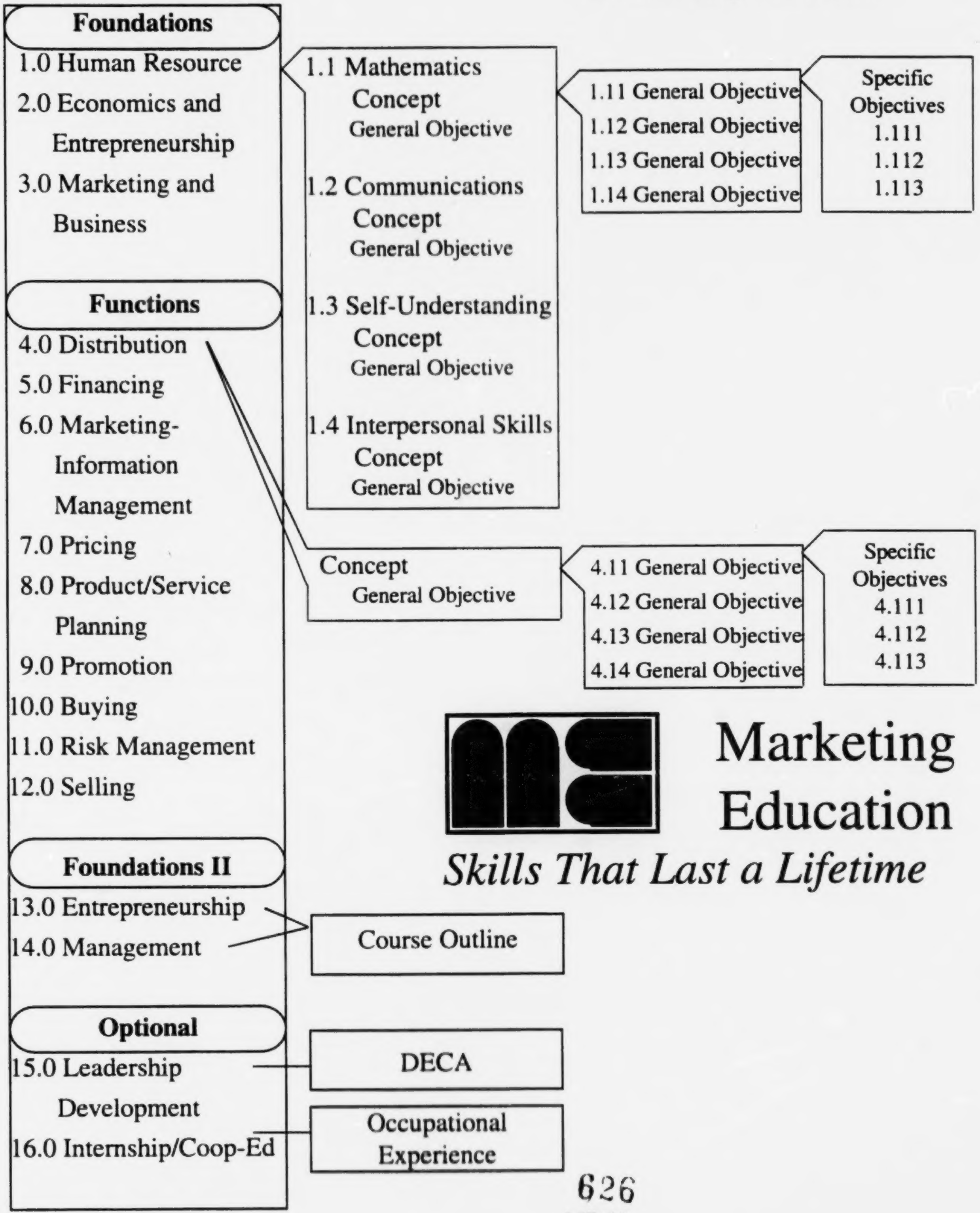
Each student must attend the employer/employee banquet in the spring. Credit for first semester is given upon the completion of the second semester of internship.

Note: Credits earned in this course can be transferred to most community colleges (depending on the student's major field of study) Credits will only transfer upon the completion of both semesters.

Consult state guide on internship/coop education.

Marketing Education Competencies

Organizational Diagram for Marketing Curriculum



Foundations
1.0 Human Resource
2.0 Economics and Entrepreneurship
3.0 Marketing and Business

Functions
4.0 Distribution
5.0 Financing
6.0 Marketing-Information Management
7.0 Pricing
8.0 Product/Service Planning
9.0 Promotion
10.0 Buying
11.0 Risk Management
12.0 Selling

Foundations II
13.0 Entrepreneurship
14.0 Management

Optional
15.0 Leadership Development
16.0 Internship/Coop-Ed

1.1 Mathematics Concept
General Objective
1.2 Communications Concept
General Objective
1.3 Self-Understanding Concept
General Objective
1.4 Interpersonal Skills Concept
General Objective

1.11 General Objective
1.12 General Objective
1.13 General Objective
1.14 General Objective

Specific Objectives
1.111
1.112
1.113

Concept
General Objective

4.11 General Objective
4.12 General Objective
4.13 General Objective
4.14 General Objective

Specific Objectives
4.111
4.112
4.113

Course Outline

DECA

Occupational Experience

Marketing Education
Skills That Last a Lifetime

Competency Summary

MARKETING EDUCATION COMPETENCY OUTLINE

1.0 HUMAN RESOURCE FOUNDATIONS

- 1.1 Mathematics
  - 1.11 Solve mathematical problems
  - 1.12 Use monetary procedures involving customer transactions
  - 1.13 Apply the concept of pricing products and services
  - 1.14 Prepare business records (accounting operations)

- 1.2 Communications
  - 1.21 Communicate effectively in a marketing environment
  - 1.22 Use effective verbal and nonverbal communication
  - 1.23 Explain the elements of effective written communication
  - 1.24 Explain the uses of advanced technological communication devices

- 1.3 Self- Understanding
  - 1.31 Work with minimal supervision
  - 1.32 Give examples of personality traits important to business

- 1.4 Interpersonal skills
  - 1.41 Explain the importance of self-confidence
  - 1.42 Understand the importance of human relations
  - 1.43 Solve marketing problems by using rational decision making processes
  - 1.44 Work as a part of a team to achieve marketing goals
  - 1.45 Develop positive working relationships
  - 1.46 Use effective customer relations

- 1.5 Career development
  - 1.5 1 Identify career opportunities in marketing
  - 1.52 Understand marketing career paths, types of jobs, and occupational characteristics
  - 1.53 Apply job-seeking skills effectively
  - 1.54 Apply entrepreneurial skills when developing a career plan

- 1.6 Human resource management
  - 1.61 Apply concepts and principles of managing human resources
  - 1.62 Distinguish roles and duties within the organization
  - 1.63 Interpret types and purposes of training
  - 1.64 Recognize and interpret characteristics of organization leaders

2.0 ECONOMIC FOUNDATIONS

- 2.1 Basic economics
  - 2.11 Understand economic concepts that affect marketing in the United States' private enterprise system

- 2.12 Describe how supply and demand relate to profit and pricing
- 2.13 Understand labor's effects on our economic system

2.2 Economic systems
- 2.21 Understand the elements of government control that affect private enterprise in the United States
- 2.22 Explain the influence of international economics on business decisions made in the United States

2.3 Entrepreneurship and economic trends
- 2.31 Interpret economic trends and the effects of these trends on marketing
- 2.32 Describe the role of the entrepreneur in the United States private enterprise system
- 2.33 Make a positive economic contribution to the employer

3.0 MARKETING AND BUSINESS FOUNDATIONS

3.1 Business ownership and operation
- 3.11 Describe organization structure and its implications for organization function
- 3.12 Understand ownership structures of a business
- 3.13 Recognize management functions within business operations
- 3.14 Apply budgetary procedures to a business operation

3.2 Marketing functions and concepts
- 3.21 Understand the role marketing plays in the United States economy
- 3.22 Interpret how marketing processes relate to business operations

4.0 DISTRIBUTION FUNCTION

- 4.01 Determine channels of distribution in marketing
- 4.02 Illustrate procedures of stock control
- 4.03 Prepare merchandise in inventory for sale

5.0 FINANCING FUNCTION

- 5.01 Understand that effective marketing and business practices are based on adequate financial resources, and proper use of credit
- 5.02 Facilitate the marketing process by providing consumer credit to increase the consumer's capacity to spend

6.0 MARKETING INFORMATION MANAGEMENT FUNCTION

- 6.01 Comprehension of the marketing-information management is an important component of the marketing process
- 6.02 Use the marketing-information management process
- 6.03 Apply market-research techniques

7.0 PRICING FUNCTION

7.01 Recognize the factors influencing product/service pricing
7.02 Calculate and apply pricing concepts in accordance with organizational procedures to improve sales

8.0 PRODUCT/SERVICE PLANNING FUNCTION

8.01 Apply the process of product/service development
8.02 Explain that marketing has a responsibility to develop safe products/services which consumers want and need
8.03 Use product information and assortment strategies to increase sales

9.0 PROMOTION FUNCTION

9.01 Describe the elements of the marketing-communications mix
9.02 Apply the principles of creating advertising, promotion, and publicity messages in order for promotion to be effective
9.03 Apply effective visual-merchandising concepts
9.04 Describe the role of public relations and publicity in a company's promotional mix
9.05 Manage elements of the promotion function

10.0 BUYING FUNCTION

10.01 Assess the buying process
10.02 Perform operations that facilitate buying decisions

11.0 RISK MANAGEMENT FUNCTION

11.01 Assess the different types of risk which must be managed to maximize profit
11.02 Identify the activities that can help control risk in the physical environment
11.03 Explain the use of insurance in controlling losses due to risks
11.04 Explain how that controlling inventory shrinkage is important to reducing business loss
11.05 Identify those things that can be done to reduce risk

12.0 SELLING FUNCTION

12.01 Identify sales related occupations
12.02 Explain and demonstrate the selling process
12.03 Analyze customer types and buying motives
12.04 Analyze the sales person's personality and how to adjust to other personalities (customer service)
12.05 Match the organization's products and services with the customers wants and needs to increase sales

Competency/Objective Listing

1.0 HUMAN RESOURCE FOUNDATIONS

Human resource foundations represent the basic skills and understandings critical to success in many occupations. These skills and under-standings are pre- or corequisites for studying marketing in a vocational context. General areas of study include mathematics, communications, self-understanding, interpersonal skills, career development, and human resource management.

1.1 MATHEMATICS

Fundamental mathematical operations are the foundation of business mathematics used in marketing.

1.11 GENERAL OBJECTIVE:

The student should be able to solve mathematical problems.

SPECIFIC OBJECTIVES

1.111 The student should be able to perform calculations involving addition, subtraction, multiplication, division, fractions, percentages, ratios, and algebraic equations. (MA:097-MA:103, MA:337, LAPS 41-44)

1.1111 The student should be able to convert fractions to decimal equivalents.

1.1112 The student should be able to convert percents to decimals and decimals to percents.

1.1113 The student should be able to round answers, especially amounts of money.

1.112 The student should be able to use charts and graphs. (MA:113)

1.113 The student should be able to use a calculator to solve mathematical problems. TECH

1.12 GENERAL OBJECTIVE:

The student should be able to use monetary procedures involving customer transactions. [Correct usage of monetary procedures requires applying fundamental mathematical operations to minimize loss and retain customer satisfaction.]

SPECIFIC OBJECTIVES

1.121 The student should be able to make change. (MA:386)

1.122 The student should be able to count and balance a cash drawer. (MA:338, MA:047, MA:361, LAP 47)

1.123 The student should be able to operate an electronic cash register. TECH

1.124 The student should be able to prepare money for a cashier's station.

1.125 The student should be able to handle checks, credit cards, etc. in customer transactions. (MA:091, MA:081, MA:055)

1.126 The student should be able to secure customer credit information.

1.127 The student should be able to verify identification for checks, credit cards, and age. (MA:050)

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1.128* The student should be able to complete a cash or charge sales transaction. (MA:092, LAP 49)

1.13 GENERAL OBJECTIVE:

The student should be able to apply the concept of pricing products and services.

SPECIFIC OBJECTIVES

1.131 The student should be able to use price charts.

1.132 The student should be able to calculate correct prices of goods and services.

1.133 The student should be able to calculate tax, discount, and miscellaneous charges for purchases. (MA:089)

1.134 The student should be able to calculate markups, markdowns, percent gain or loss, turnover and sales curves.

1.135 The student should be able to calculate mail and delivery charges.

1.14 GENERAL OBJECTIVE:

The student should be able to prepare business records. [Accounting operations are needed to keep business records in marketing in order to control business operations.]

SPECIFIC OBJECTIVES

1.141 The student should be able to calculate gross profit.

1.142 The student should be able to interpret a profit-loss statement. (MA:352) HOTS

1.143 The student should be able to explain the procedure used to calculate payroll.

1.144 The student should be able to prepare sales budgets. HOTS

1.145 The student should be able to complete a department inventory and identify merchandise shorts and longs.

1.146 The student should be able to prepare a department budget. HOTS

1.147 The student should be able to calculate net sales. (MA:352)

1.148 The student should be able to demonstrate accounting procedures (payable and receivable).

1.2 COMMUNICATIONS

Interpersonal communication is influenced by a set of learnable skills and the technology of communications. Effective use of communication skills and technologies is a prerequisite for success in marketing.

1.21 GENERAL OBJECTIVE:

The student should be able to communicate effectively in a marketing environment. Effective communication supports and contributes to the goals of a marketing business. (All objectives meet communications infusion standards. COM)

SPECIFIC OBJECTIVES

1.211 The student should be able to explain the elements of effective communication. (CO:015)

1.212 The student should be able to listen to and follow directions. (CO:119) L/SK

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1.213 The student should be able to explain types and uses of industry and company communications and publications.

1.214* The student should be able to effectively communicate with associates, suppliers, customers, and staff.

1.215 The student should be able to conduct a business meeting.

1.2151 The student should be able to participate productively in meetings.

1.2152 The student should be able to lead a discussion.

1.216 The student should be able to give directions and make requests.

1.217 The student should be able to file material in an organized manner.

1.22 GENERAL OBJECTIVE:

The student should be able to use effective verbal and nonverbal communication to meet a marketing organization's goals. (All objectives meet communication infusion standards. COM)

SPECIFIC OBJECTIVES

1.221 The student should be able to communicate effectively on the telephone (correct identification, tact, pleasant tone, and clear transmittal of information.) (CO:114)

1.222 The student should be able to prepare and give oral presentations to individuals and small groups.

1.2221* The student should be able to organize thoughts and write clearly.

1.2222* The student should be able to clearly express his/her point of view.

1.223 The student should be able to use appropriate expressions, vocabulary, and grammar. (CO:004)

1.224 The student should be able to listen actively. (CO:119)

1.225 The student should be able to use appropriately use and read nonverbal communication.

1.226 The student should be able to solve problems by using logic, rational thinking, judgement, and decision-making skills. HOTS

1.227 The student should be able to explain the importance of promoting interpersonal understanding.

1.228 The student should be able to listen, question, and give feedback.

1.229 The student should be able to process oral and written communications.

1.23 GENERAL OBJECTIVE:

The student should be able to explain the elements of effective written communication. [Comprehension and production of written information are necessary communication tools in marketing to facilitate business operations.] (All objectives meet communication infusion standards. COM)

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SPECIFIC OBJECTIVES

1.231 The student should be able to identify product/service codes.

1.232 The student should be able to list reading material available from a business.

1.233 The student should be able to locate written information using manuals, handbooks, indexes and glossaries.

1.234 The student should be able to complete business forms correctly.

1.235 The student should be able to prepare readable messages. (CO:016)

1.236 The student should be able to prepare memos, reports, instructions, and business letters using the appropriate format, spelling and punctuation. (CO:113, CO:094, CO:009)

1.237 The student should be able to use standard written English.

1.238 The student should be able to apply the steps of a sale using verbal and nonverbal communication.

1.24 GENERAL OBJECTIVE:

The student should be able to explain the uses of advanced technological communication devices. Marketing organizations increasingly rely on advanced technological communication devices to increase business efficiency. (All objectives meet technology infusion standards. TECH.)

SPECIFIC OBJECTIVES

1.241 The student should be able to access and input microcomputer information.

1.242 The student should be able to use microcomputers to streamline business operations.

1.243* The student should be able to use a word processing program.

1.244 The student should be able to use a simple accounting program.

1.245 The student should be able to explain how desk top publishing programs can be used in business situations. HOTS

1.247 The student should be able to use business equipment correctly.

1.2471 The student should be able to use a FAX machine.

1.2472 The student should be able to show the proper care of a computer and a computer floppy disk.

1.248 The student should be able to demonstrate computer literacy.

1.3 SELF-UNDERSTANDING

There are personal characteristics and behaviors associated with success in marketing.

1.31 GENERAL OBJECTIVE:

The student should be able to work with minimal supervision.

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SPECIFIC OBJECTIVES

1.311* The student should be able to organize time productively. (HR:044)

1.3111 The student should be able to follow rules and regulations. L/SK

1.3112* The student should produce quality work. L/SK

1.3113 The student is able to work within guidelines. L/SK

1.3114 The student takes responsibility for mistakes and /or good work.

1.3115 The student maintains clear and orderly work area.

1.312 The student should be able to keep an assignment and date book.

1.313 The student should be able to set short range and long range goals. (HR:014, LAPS 6,7) HOTS, CAR

1.3131 The student should be able to evaluate and adjust personal goals. (HR:295, LAP 3) HOTS, CAR

1.314 The student should be able to adjust to peak workloads. HOTS

1.3141 The student should be able to work well under pressure.

1.315 The student should be able to work with minimal supervision.

1.3151 The student accepts supervision willingly.

1.316* The student should be able to adjust to change. (HR:301, LAP 8) HOTS

1.317 The student should be able to identify her/his personal strengths and weaknesses. HOTS

1.318 The student should be able to demonstrate appropriate personal business appearance. (HR:263, LAP 13) HGD

1.3181* The student should demonstrate personal hygiene and cleanliness. HGD

1.3182* The student complies with safety and health rules. HGD

1.32 GENERAL OBJECTIVE:

The student should be able to give examples of personality traits recognized as important to business.

SPECIFIC OBJECTIVES

1.321 The student should be able to demonstrate responsible behavior by taking pride in work performance: exhibiting a positive attitude; being dependable, prompt, disciplined, self-controlled, enthusiastic, flexible, adaptable, and creative; maintaining good health habits. (HR:303, LAP 20; HR:022, LAP 5; HR:267, LAP 4; HR:317, LAP 14; HR:294, LAP 18) HGD

1.322 The student should be able to develop personality traits important to business and getting along with others. (HR:286, LAP 10)

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1.323 The student should be able to demonstrate a positive attitude by maintaining integrity, and being honest, diligent, loyal, creative, and interested in improving self to be able to advance in a marketing career. (HR:274, LAP 11; HR:312, LAP 19; HR:317, LAP 14; HR:296, LAP 15)

1.324 The student should be able to explain the concept of self-esteem. (HR:023, LAP 12; HR:302, LAP 2) HGD

1.325 The student should use multicultural and gender practices. MCNS

1.4 INTERPERSONAL SKILLS

Employment in marketing requires developing positive relationships with co-workers, supervisors, and customers.

1.41 GENERAL OBJECTIVE:

The student should be able to explain the importance of self-confidence. [Situations conducive to developing self-confidence are those in which the individual experiences success and makes an actual contribution.]

SPECIFIC OBJECTIVES

1.411 The student should be able to identify characteristics that show self-confidence. HGD

1.412 The student should be able to identify activities that help build self-confidence in self and in others. COM

1.42 GENERAL OBJECTIVE:

The student should understand the importance of human relations in marketing.

SPECIFIC OBJECTIVES

1.421 The student should be able to define human relations.

1.422 The student should be able to discuss ways that human relations affects productivity. HOTS

1.4221* The student should exhibit dependability.

1.4222* The student should practice punctuality.

1.4223 The student accepts new challenges.

1.4224 The student will ask for assistance when needed.

1.4225* The student interacts with others in a courteous and tactful manner. MCNS

1.4226 The student demonstrates initiative.

1.4227* The student demonstrates motivation in self and others.

1.423 The student should be able to appraise personal human relations skills. HOTS

1.424 The student should be able to use effective human relations behavior to build a positive image among business patrons and suppliers. HOTS

1.425 The student should be able to address needs of both tasks and people to achieve business objectives. HOTS

1.426 The student should be able to use appropriate manners.

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1.427 The student should be able to identify the importance of human relations in marketing.

1.43 GENERAL OBJECTIVE:

The student should be able to solve marketing problems by using rational decision-making processes. (All objectives meet the higher order thinking skills standard. HOTS)

SPECIFIC OBJECTIVES

1.431 The student should be able to use the steps in problem-solving process.

1.432 The student should be able to apply the steps in the decision-making process.

1.433 The student should be able to use thinking skills and concepts at work.

1.434 The student should be able to use creative-thinking techniques.

1.435 The student should be able to demonstrate the steps in the planning process.

1.436 The student should be able to make decisions when necessary.

1.437* The student should be able to identify components of the innovation process.

1.44 GENERAL OBJECTIVE:

The student should be able to work as part of a team to achieve marketing goals. (All objectives meet multicultural non-sexist standards MCNS.)

SPECIFIC OBJECTIVES

1.441 The student should be able to work with a group to achieve a group goal.

1.442 The student should be able to work effectively with different personalities.

1.443 The student should be able to use group-process skills needed for group problem solving. HOTS

1.444 The student should be able to foster team relationships.

1.4441 The student should be able to participate in a team self-evaluation.

1.4442 The student should be able to help set goals for the group to improve.

1.4443 The student should be able to help another member of the team to meet the team goal.

1.4444* The student takes responsibility for mistakes and/or good work.

1.445 The student should be able to coordinate his or her tasks and activities with those of others.

1.446 The student should be able to demonstrate a positive attitude toward co-workers and supervisors.

1.447 The student should be able to exhibit assertiveness appropriately. (HR:021, LAP 16)

1.448 The student should be able to take the role of leader, or follower, depending on the situation.

1.449* The student should be able to recognize conflict and work to reduce it. HOTS

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1.45 GENERAL OBJECTIVE:

The student should be able to develop positive working relationships. (All objectives meet multicultural non-sexist standards MCNS)

SPECIFIC OBJECTIVES

1.451 The student should be able to accept constructive criticism.

1.452 The student should be able to trust and respect associates.

1.453 The student should be able to show empathy for others. (HR:028, LAP 17)

1.454 The student should be able to demonstrate a positive orientation in working with people.

1.455 The student should be able to demonstrate work place discipline.

1.4551* The student should respect the property of others.

1.4552* The student should participate in effective safety programs for employees.

1.46 GENERAL OBJECTIVE:

The student should be able to use effective customer relations that promote sales and favorably represent the employer. (All objectives meet multicultural non-sexist standards MCNS.)

SPECIFIC OBJECTIVES

1.461 The student should be able to explain how his/her behavior affects a business.

1.462 The student should be able to explain the importance of good community relations to business success.

1.463 The student should be able to explain customer relations. (HR:035)

1.464 The student should be able to interpret business policy for customers. (HR:030) HOTS

1.465 The student should be able to tactfully handle customer inquiries and complaints. (HR:004, HR:045, LAP 21; HR:046, LAP 106)

1.4651 The student should be able to show empathy while dealing with conflict. (HR:028, LAP 17)

1.466 The student should be able to explain the importance of building customer relations that favorably represent the business. (HR:038)

1.467 The student should be able to explain the nature of positive customer relations. (HR:035)

1.468 The student should be able to conduct effective customer relations to promote sales. HOTS

1.469 The student should be able to exhibit positive customer relations attitudes of enthusiasm, courtesy sincerity, helpfulness, and friendliness. (HR:039) HOTS

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1.5 CAREER DEVELOPMENT

An individual uses available resources and the ability to perceive and accept the world realistically to successfully pursue career opportunities. (All objectives meet career standards. CAR)

1.51 GENERAL OBJECTIVE:

The student should be able to identify career opportunities in marketing. The career-decision-making and career-seeking process in marketing is related to personal goals, attributes, and achievements.

SPECIFIC OBJECTIVES

1.511 The student should be able to relate occupational interests to personal attributes. HOTS

1.512 The student should be able to identify traits and behaviors associated with successful marketing employees.

1.513 The student should be able to identify personal interests, attitudes, and values in relation to occupational success.

1.514* The student should be able to state work expectations realistically (requirements for a job).

1.515* The student should be able to prepare personal goals.

1.516 The student should be able to design an action plan to achieve a career goal. HOTS

1.517* The student should be able to identify career expectations and goals relating to personal needs, attributes, values, and interests.

1.518* The student should be able to prepare a career plan to enhance career opportunities. HOTS

1.519 The student should be able to explain the roles of education, training, and experience in career planning.

1.52 GENERAL OBJECTIVE:

The student should understand marketing career paths, types of jobs, and occupational characteristics.

SPECIFIC OBJECTIVES

1.521 The student should be able to identify types of jobs available and requirements for employment.

1.522 The student should be able to give examples of emerging and changing job opportunities and requirements.

1.523 The student should be able to compile job descriptions to identify duties and responsibilities of specific jobs. HOTS

1.524 The student should be able to identify career paths in marketing.

1.525 The student should be able to identify the kind of education required for a specific job.

1.526 The student should be able to identify available postsecondary and college education opportunities.

1.527 The student should be able to calculate the cost of advanced education programs. HOTS

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1.528 The student should be able to give examples of education and training resources for marketing.

1.53 GENERAL OBJECTIVE:

The student should be able to apply job-seeking skills effectively.

SPECIFIC OBJECTIVES

1.531 The student should be able to explain salary and benefit information.

1.532 The student should be able to demonstrate job-seeking procedures.

1.5321 The student should be able to locate job prospects.

1.5322 The student should be familiar with the services of an employment agency.

1.5323 The student should be able to find pertinent information on company history, technology, and the market. HOTS

1.5324 The student should be able to identify sources of job information.

1.5325 The student should be able to identify the role of marketing professionals/trade organizations in career development.

1.533 The student should be able to complete job search forms.

1.5331 The student should be able to summarize types of employment tests.

1.5332 The student should be able to summarize guidelines for completing employment tests.

1.5333 The student should be able to prepare a resume. COM

1.5334 The student should be able to complete application forms. COM

1.5335* The student should be able to write a letter of application. COM

1.5336 The student should be able to identify good personal references.

1.5337 The student should be able to write a follow up letter. COM

1.5338 The student should be able to write a letter of inquiry. COM

1.534 The student should be able to schedule and complete a good interview demonstration. COM

1.5341 The student should be able to show how to prepare for an interview. COM

1.5342 The student should be able to exhibit appropriate behavior in an interview. COM

1.5343 The student should be able to explain how to dress for an interview.

1.5344 The student should be able to show the job-specific skills that relate to the prospective job.

1.535 The student should be able to relate a well-planned job search to employability. HOTS

1.536* The student should be able to evaluate a job offer. HOTS

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1.537 The student should be able to demonstrate interest in a desired job.

1.538 The student should exhibit a desire for personal improvement.

1.54 GENERAL OBJECTIVE:

The student should be able to apply entrepreneurial skills when developing a career plan.

SPECIFIC OBJECTIVES

1.541 The student should be able to give examples of needs expected to be satisfied when employed or self-employed.

1.542 The student should be able to apply the steps of a sale when completing the job search process. HOTS, COM

1.543 The student should use the elements of promotion when completing the job search process. HOTS, COM

1.6 HUMAN RESOURCE MANAGEMENT

A student should be able to help develop a working climate that fosters creative thought, personal growth and builds employee morale and motivation necessary for an effective organization. (All objectives meet career standards. CAR)

1.61 GENERAL OBJECTIVE:

The student should be able to apply concepts and principles of managing human resources.

SPECIFIC OBJECTIVES

1.611 The student should be able to explain employment procedures. (MN:017, LAP 52)

1.6111* The student shall be able to explain how to comply with state and federal employment laws.

1.612 The student should be able to explain compensation factors. (MN:012, MN:027, MN:012)

1.6121* The student should be able to identify payroll components.

1.613 The student should be able to relate employee participation in policy making to accomplishment of business goals. (MN:041, LAP 48) HOTS

1.614 The student should be able to devise criteria for performance evaluation. (MN:021) HOTS

1.6141 The student should be able to summarize the appraisal process.

1.6142 The student should be able to summarize the purpose of the appraisal process.

1.6143 The student should be able to explain the nature of remedial action. (MN:047)

1.615 The student should be able to explain the characteristics of an effective grievance procedure. (MN:034, LAP 45)

1.616 The student should be able to explain types of terminations.

1.617 The student should be able to prepare evaluations that promote motivation and improvement in performance. (MN:029, LAP 47; MN:031) HOTS

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1.618 The student should be able to identify methods of building employee morale. (MN:025, LAP; MN:026, LAP 49)

1.619 The student should be able to identify methods of building employee motivation.

1.62 GENERAL OBJECTIVE:

The student should be able to distinguish roles and duties within the organization.

SPECIFIC OBJECTIVES

1.621 The student should be able to explain the functions of a manager/supervisor. (MN:024, LAP:50)

1.622 The student should be able to explain the relationship between his/her own job and other related jobs. HOTS

1.623 The student should be able to explain the duties and responsibilities of his/her own job and other related jobs. HOTS

1.624 The student should be able to explain priority setting in his or her duties and responsibilities.

1.625 The student should be able to demonstrate responsibility for accomplishing company goals.

1.626* The student should be able to develop a personnel plan for the organization. (MN:042) HOTS

1.6261* The student should be able to develop a job description. HOTS

1.627* The student should be able to explain the procedure for determining hiring needs, interviewing and selecting employees. (MN:734)

1.628 The student should be able to develop job classifications. (MN:043)

1.629 The student should be able to explain personnel policies. (MN:039)

1.63 GENERAL OBJECTIVE:

The student should interpret types and purposes of training. Employee training and development is a planned process to provide employees with learning experiences that enhance their contributions to organizational goals.

SPECIFIC OBJECTIVES

1.631 The student can complete all employment forms.

1.632* The student should be able to schedule and orient new employees. (MN:691, LAP 44)

1.633 The student should be able to teach specific procedures and duties. (MN:020) COM

1.634* The student should be able to identify specific training needs.

1.635 The student should be able to interpret an evaluation form.

1.636 The student should be able to make personal adjustments to improve his/her job evaluation. HOTS

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1.64 GENERAL OBJECTIVE:

The student should recognize and interpret characteristics of organization leaders. Leadership is the use of noncoercive influence to direct and coordinate group members' activities toward accomplishing group objectives.

SPECIFIC OBJECTIVES

1.641 The student should be able to use leadership behavior in initiating duties. (MN:030, LAP 4)

1.642 The student should be able to use leadership behavior in planning.

1.6421* The student should be able to organize an event.

1.6422* The student should be able to delegate and follow-up duties.

1.643 The student should be able to explain the advantages and disadvantages of the major styles of leadership.

1.644 The student should be able to explain when each style of leadership should be used.

1.645 The student should be able to explain how to adjust to each of the leadership styles.

1.646 The student should be able to identify a leadership style with which they feel comfortable.

1.647 The student should be able to identify the characteristics of a follower.

#1
Reason Why People Lose Jobs

Poor Human Relations Skills

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2.0 ECONOMIC FOUNDATIONS

Basic economic principles and the concepts of free enterprise and free-market economies are fundamental to understanding market activities.

2.1 BASIC ECONOMICS

Knowledge of basic economic principles and concepts of private enterprise and free-market economies are fundamental to understanding marketing activities.

2.11 GENERAL OBJECTIVE:

The student should understand economic concepts that affect marketing in the United States' private enterprise system. [Economics is how individuals and organizations choose to use resources to produce goods and services for distribution and consumption.]

SPECIFIC OBJECTIVES

2.111 The student should be able to explain economic terms appropriately. HOTS

2.112 The student should be able to explain the concept of economic goods and services. (EC:002, LAP 10)

2.113 The student should be able to explain the concept of economic resources. (EC:003, LAP 14)

2.114 The student should be able to explain the concept of economics and economic activities. (EC:001, LAP 6)

2.115* The student should be able to explain the concept of private enterprise.

2.12 GENERAL OBJECTIVE:

The student should be able to describe how supply and demand relate to profit and pricing. [The price mechanism, working through supply and demand in competitive markets, affects the fundamental questions of the United States' mixed private enterprise system: What? For whom? and How?]

SPECIFIC OBJECTIVES

2.121* The student should be able to explain the concept of supply and demand. (EC:005, LAP 11)

2.122 The student should be able to explain the concept of scarcity.

2.123 The student should be able to explain the concept of price. (EC:006, LAP 12)

2.124* The student should be able to explain the concept of profit. (EC:010, LAP 2)

2.125 The student should be able to predict how risk taking and competition affect profit. (EC:011, LAP 3) HOTS

2.126 The student should be able to relate productivity to profit. (EC:013)

2.127 The student should be able to use supply-and-demand curves and predict the influence of each on pricing and profit. HOTS

2.128* The student should be able to analyze the concept of competition. (EC:012, LAP 8)

2.129 The student should be able to explain the concept of utility. (EC:004, LAP 13)

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2.13 GENERAL OBJECTIVES:

The student should understand labor's effects on our economic system. [Specialization and division of labor have characterized modern economies. Productivity may increase at the cost of interdependence.]

SPECIFIC OBJECTIVES

2.131 The student should be able to explain the relationship among productivity and the division and specialization of labor. (EC:014, LAP 7)

2.132 The student should be able to explain the concept of organized labor and business. (EC:015, LAP 5)

2.133 The student should be able to give examples of benefits and drawbacks of organized labor.

2.2 ECONOMIC SYSTEMS

The economic role of government has been expanding. More and more activities in our complex, interdependent society have come under direct regulation and control. [The impact of government regulations and international economics on United States private enterprise.] (All objectives meet global standards. GLO)

2.21 GENERAL OBJECTIVES

The student should understand elements of government control that affect private enterprise in the United States. [The United States has a mixed economy in which elements of government control intermingle with market elements in organizing production and distribution.]

SPECIFIC OBJECTIVES

2.211 The student should be able to discuss the three basic questions that all economic systems must answer.

2.212 The student should be able to explain how the major economic systems differ. (EC:007)

2.213 The student should be able to explain the relationship between business and government. (EC:008, LAP 16)

2.214 The student should be able to explain the relationship between business and government in the United States economy.

2.215 The student should be able to compare the United States economic system with other economic systems.

2.216 The student should be able to explain processing/ manufacturing and distribution concepts.

2.22 GENERAL OBJECTIVE:

The student should be able to explain the influence of international economics on business decisions made in the United States. Economies of individual nations are interdependent. Decisions made by a foreign government may influence marketing decisions made by a local business person.

SPECIFIC OBJECTIVES

2.221* The student should be able to explain the nature of international trade. (EC:016, LAP 4)

2.222 The student should be able to explain how each major form of government responds to economic questions.

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2.3 ENTREPRENEURSHIP AND ECONOMIC TRENDS

Entrepreneurship includes attitudes and behaviors that provide the means for innovation and change.

2.31 GENERAL OBJECTIVE:

The student should be able to interpret economic trends and the effects of these trends on marketing. [Economic trends affect the functioning of the United States economy and, in turn, affect business policy and marketing activities.]

SPECIFIC OBJECTIVE

2.311 The student should be able to give examples of economic trends.

2.312 The student should be able to describe how economic trends affect marketing decisions.

2.313* The student should be able to explain the concept of business cycles. (EC:018, LAP 5)

2.314 The student should be able to explain how major economic trends affect business decisions. HOTS

2.315* The student should be able to analyze market potential and venture feasibility. HOTS

2.316* The student should be able to identify opportunities necessary for successful entrepreneurship.

2.32 GENERAL OBJECTIVES:

The student should be able to describe the role of the entrepreneur in the United States private enterprise system.

SPECIFIC OBJECTIVES

2.321 The student should be able to define entrepreneurship.

2.322 The student should be able to illustrate the socioeconomic contributions of business. (MB:008, LAP 17)

2.323 The student should be able to determine the cost-profit relationships of a business.

2.324 The student should be able to identify the risks involved in entrepreneurship.

2.325 The student should be able to explain the scope of small business in the American economy.

2.326 The student should be able to discuss the advantages and disadvantages of entrepreneurship.

2.327 The student should be able to predict the future direction of a business. HOTS

2.33 GENERAL OBJECTIVE:

The student should be able to make a positive economic contribution to the employer. [The successful marketing entrepreneur has a genuine interest in what people need and the needs of the business.]

SPECIFIC OBJECTIVES

2.331 The student should be able use appropriate conduct to maintain profitability.

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2.332 The student should follow appropriate business ethics and laws.

2.3321* Recognize relevant, ethical issues in business.

2.333 The student should be able to behave in a way that promotes the business' community image.

2.334 The student should be able to produce dignity and esteem at the work place.

2.335* The student should be able to cope positively with change.

2.336* The student should identify the personal characteristics of entrepreneurs.

2.337 The student should be able to demonstrate an entrepreneurial attitude.

2.338 The student should be able to conduct himself or herself in a manner congruent with the company's performance standards.

3.0 MARKETING AND BUSINESS FOUNDATIONS

Marketing and business foundations represent the basic skills and understandings of the marketing concept and the business environment and management systems within which it is implemented. Concepts include functions of business, ownership structures, marketing functions and concepts, channels, management functions, budget considerations, business operations, and specialized applications of business operations.

3.1 BUSINESS OWNERSHIP AND OPERATION

Business operations grow and have needs for short-term or long-term capital. Businesses make different decisions based on the advantages and disadvantages of their form of ownership.

3.11 GENERAL OBJECTIVE:

The student should be able to describe organization structure and its implications for organization function.

SPECIFIC OBJECTIVES

3.111 The student should be able to summarize the functions of each department in an organization. (MB:001)

3.112 The student should be able to explain the functions of business. (MB:003, LAP 1)

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3.113 The student should be able to break down specific jobs or operations into representative functions.

3.114 The student should be able to analyze the structure of a business organization. HOTS

3.115* The student should identify skills required of a business owner.

3.116 The student should be able to explain types of power (management). (MB:002)

3.117 The student should be able to explain relationship between authority and responsibility.

3.118 The student should be able to identify the goals and objectives of a marketing organization.

3.119 The student should be able to explain organization structure. (MB:007, LAP 7)

3.1191* The student should be able to explain types of business ownership.

3.12 GENERAL OBJECTIVE:

The student should understand ownership structures of a business.

SPECIFIC OBJECTIVES

3.121 The student should be able to compare sources and methods of financing a business.

3.122 The student should be able to compare legal forms of business ownership. (MB:007, LAP 7)

3.123* The student should be able to identify governmental regulations affecting business ownership. (MN:036)

3.124* The student should recognize the importance of technical assistance from professionals (i.e. legal, financial, technical, and insurance).

3.125* The student should be able to select and analyze prospective business locations.

3.126* The student should be able to design the physical layout for a business.

3.127* The student should be able to evaluate the process of buying or selling an existing business opportunity. HOTS

3.13 GENERAL OBJECTIVE:

The student should be able to recognize management functions within business operations.

SPECIFIC OBJECTIVES

3.131 The student should be able to explain the function of management. (MB:002)

3.132 The student should be able to explain the roles, rights, and responsibilities of the employee and employer.

3.133* The student should be able to give examples of strategies to reach business goals. (MN:074)

3.134 The student should be able to manage for profit through planning, directing, and coordinating. HOTS

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3.135 The student should be able to describe the social and ethical responsibilities of management. MCNS

3.136* The student should be able to analyze a business plan.

3.137 The student should be able to prepare a marketing plan. HOTS

3.138* The student should be able to establish operating policies, procedures and budgets. (MN:038)

3.14 GENERAL OBJECTIVE:

The student should be able to apply budgetary procedures to a business operation.

SPECIFIC OBJECTIVES

3.141 The student should be able to explain (or relate) budgetary terms associated with business and marketing operations.

3.1411 The student should be able to explain the nature of overhead/operating costs. (MN:081)

3.1412 The student should be able to explain the employee role in expense control. (MN:016)

3.1413* The student should be able to identify loss-prevention processes.

3.142 The student should understand the importance of recordkeeping and planning. (MN:065, LAP 46)

3.1421* The student should be able to select a financial recordkeeping system.

3.1422* The student should be able to perform a cash flow analysis. HOTS

3.143 The student should be able to create a budget to control a business operation.

3.1431* The student should be able to develop expense control plans. (MN:059)

3.1432 The student should be able to explain the nature of operating budgets. (MN:083)

3.144 The student should be able to develop a sales-support budget. (MN:061)

3.145 The student should be able to develop a company-wide budget. (MN:653)

3.146* The student should be able to prepare an analysis of financial positions and statements. (MN:069) HOTS

3.147* The student should be able to evaluate business performance.

3.2 MARKETING FUNCTIONS AND CONCEPTS

Marketing improves the economy as it plays a key role in the process of production, distribution, and consumption.

3.21 GENERAL OBJECTIVE:

The student should understand the role marketing plays in the United States economy. [Marketing is a critical tool businesses use to increase productivity and profitability and, in turn, keep the United States economy viable.]

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SPECIFIC OBJECTIVES

3.211 The student should be able to explain the importance of marketing in the national economy.

3.212 The student should be able to summarize the relationship of marketing by a business, by the United States, by the International Community. (GLO)

3.213 The student should be able to conduct marketing activities to support an organization's marketing efforts.

3.214 The student should follow appropriate laws and regulations when marketing goods and services. (MN:036)

3.22 GENERAL OBJECTIVE:

The student should be able to interpret how marketing processes relate to business operations.

SPECIFIC OBJECTIVES

3.221 The student should be able to explain marketing functions and related activities. (MB:009, LAP 2)

3.222 The student should be able to explain the concept of merchandising. (MB:010)

3.223 The student should be able to summarize the concept of marketing strategies. (MB:011, LAP 4)

3.224 The student should be able to explain the concept of market and market identification. (MB:012, LAP 5)

3.225 The student should be able to explain the nature of channels of distribution. (MB:.013, LAP 3)

3.226 The student should be able to appraise marketing's role in the United States' society.

3.227 The student should be able to list career opportunities in the field of marketing. CAR

3.228* The student should evaluate the benefits of professional organization affiliation.

The Marketing Concept:

A Business Aims All Its Efforts At Satisfying Its Customers While Making A Profit. Twin Goals Of Customer Satisfaction And Profit.

Theory:

If A Firm's Activities Are Coordinated To Meet The Needs And Wants Of Its Customers, A Profit Will Result.

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Marketing Defined

MAZUR 1947: The Delivery Of A Standard Of Living To Society.

A.M.A. 1960: Performance Of Business Activities That Direct The Flow Of Goods And Services From Producer To Consumer Or User.

UNKNOWN: Getting The Right Goods To The Right People At The Right Place At The Right Time At The Right Price.

STANTON 1971: Total System Of Interacting Business Activities Designed To Plan, Price, Promote and Distribute Want-Satisfying Goods And Services To Present And Potential Customers.

KOTLER 1980: Human Acitivity Directed At Satisfying Needs And Wants Through Exchange Processes.

ROSS 1983: A Coordinated System Of Business Activities Designed To Provide Products And Services That Satisfy The Needs And Wants Of Customers Through Exchange Processes.

4.0 DISTRIBUTION FUNCTION

The distribution function refers to physically moving or transferring ownership of a product or service from producer to consumer. Concepts include: channels of distribution; the nature of the channels and channel members, (middlemen); distribution activities, (transportation, packaging, storing, inventory control, receiving process, etc.)

4.01 GENERAL OBJECTIVE:

The student should determine channels of distribution in marketing. (A marketing plan must consider the channels of distribution that will be used to deliver the product to the customer.)

SPECIFIC OBJECTIVES

4.011 The student will be able to describe the nature and scope of physical distribution. (DS:001)

4.012 The student will be able to give examples of businesses that can be a part of a direct or indirect channel of distribution and explain their function.

4.013 The student will be able to explain how a business can control its distribution channels.

4.014 The student will be able to show how the cost of goods is affected by the channel of distribution.

4.015 The student should be able to arrange for delivery of merchandise.

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4.02 GENERAL OBJECTIVE:

The student should illustrate procedures of stock control. (Methods of stock control to include receiving, stocking, and reordering merchandise.)

SPECIFIC OBJECTIVES

4.021* The student should be able to explain the nature of inventory management and control. (DS:023)

4.022 The student should be able to explain and maintain a unit inventory control system. (DS:020, DS:027) HOTS

4.023 The student should be able to describe the processes associated with shipping receiving merchandise. (DS:004, DS:005, DS:007)

4.024 The student shall determine the availability and location of merchandise.

4.025 The student should be able to use procedures to locate lost or damaged goods.

4.026 The student should be able to process returns to vendors. (DS:010)

4.027 The student should be able to process returned and exchanged merchandise. (DS:009)

4.028 The student should be able to prepare procedures for reordering goods from vendors.

4.029 The student should explain safety procedures used in stockroom activities.

4.03 GENERAL OBJECTIVE:

The student should be able to prepare merchandise in inventory for sale.

SPECIFIC OBJECTIVES

4.031 The student shall be able to price mark stock when preparing merchandise for sale. (DS:013)

4.032 The student will be able to explain the process of recording price change sale prices. (DS:012)

4.033 The student will identify the housekeeping duties in connection with proper stock care.

The Marketing Mix

The 4 (Sometimes 5) P's

Product Mix:

- The Products or Services Offered By The Company.
  - Product Planning and Development
  - Standardization and Grading
  - Packaging

Pricing Mix:

- Determining The Selling Price

Promotion Mix:

- Advertising
- Public Relations
- Sales Promotion
- Personal Selling
- Publicity

Place Mix:

- Transporting Goods From The Point Of Origin To The Point Of Consumption

People:

- Customers
- Employees

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5.0 FINANCING FUNCTION

The financing function refers to determining the need for and availability of financial resources to fund marketing activities. Topics include budgeting financial needs, sources, of capital, obtaining business credit, extending credit to consumers and organizations, and managing financial activities.

5.01 GENERAL OBJECTIVE:

The student should understand that effective marketing and business practices are based on adequate financial resources, and proper use of credit.

SPECIFIC OBJECTIVES

5.011 The student should be able to explain the nature and scope of finance. (FI:001, FI:023)

5.012 The student should be able to explain financial budgeting.

5.013 The student should be able to explain the purposes and importance of a good credit rating.

5.014* The student should be able to identify sources of capital.

5.015 The student should be able to summarize the purposes of obtaining business credit.

5.016 The student should be able to appraise a financial position based on ratios of assets to liabilities and assets to owner's equity.

5.017 The student should be able to compute the cost of obtaining business credit (interest costs). HOTS

5.02 GENERAL OBJECTIVE:

The student should facilitate the marketing process by providing consumer credit to increase the consumer's capacity to spend.

SPECIFIC OBJECTIVES

5.021 The student should be able to explain the purposes and importance of consumer credit. (FI:002)

5.022* The student should be able to interpret credit policies and procedures. (FI:005)

5.023 The student should differentiate between installment and mortgage loans. (FI:007, FI:008)

5.024* The student should be able to prepare policies and procedures for extending credit to business clients, and individual consumers. (FI:003, FI:004, FI:006, FI:009)

5.025* The student should be able to explain correct billing and collection procedures. (FI:010, FI:012, FI:014, FI:015, FI:016)

5.026 The student should be able to prepare policies and procedures for debt collection. (FI:20, FI:021) HOTS

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6.0 MARKETING INFORMATION MANAGEMENT FUNCTION

The marketing-information management function refers to systematically gathering, analyzing, and distributing information to facilitate marketing decisions. Topics include the need for and uses of marketing information, the system of marketing-information management, using the scientific method of problem solving, forecasting, conducting primary and secondary research.

6.01 GENERAL OBJECTIVE:

The student should comprehend that marketing-information management is an important component of the marketing process, helping to identify market segments, determine the marketing mix, evaluate consumer attitudes, and provide other information required for sound marketing decisions.

SPECIFIC OBJECTIVES

6.011 The student should be able to explain the need for marketing-information management. (IM:001)

6.012 The student should be able to summarize the uses of a marketing-information system.

6.013 The student should be able to identify types of forecasting used in marketing. (IM:003, IM:007, IM:009)

6.014 The student should be able to explain the scientific method in problem solving.

6.015 The student should be able to give examples of primary and secondary research. (MarkEd LAPS not complete)

6.016 The student should be able to summarize the steps in conducting research.

6.017 The student should be able to give examples of technology used in marketing-information management. TECH

6.02 GENERAL OBJECTIVE:

The student should be able to use the marketing-information management process.

SPECIFIC OBJECTIVES

6.021 The student should be able to collect primary marketing data.

6.022 The student should be able to design a marketing plan. HOTS

6.023* The student should be able to interpret research data to identify and establish target markets.

6.03 GENERAL OBJECTIVE:

The student should be able to apply market-research techniques.

SPECIFIC OBJECTIVES

6.031 The student should be able to engage in competitive shopping.

6.032 The student should be able to obtain information from research.

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7.0 PRICING FUNCTION

The pricing function refers to determining an exchange price for goods and services at which both buyer and seller perceive optimum value. Topics include pricing objectives, strategies and techniques, external considerations, determining selling prices, adjusting selling price, and managing the pricing function.

7.01 GENERAL OBJECTIVE:

The student should recognize the factors influencing product/service pricing which include: demand, production and distribution costs, gross margin, competition, etc.

SPECIFIC OBJECTIVES

7.011 The student should be able to explain the nature and scope of pricing. (PI:001)

7.012 The student should be able to give examples of factors that affect the selling price. (PI:002)

7.013 The student should be able to explain the psychological effects of pricing. (PI:005, Lap 1)

7.014 The student should be able to give examples of external pricing considerations (demand, competition, etc.).

7.015 The student should be able to explain the legal considerations of pricing. (PI:003)

7.016 The student should be familiar with the nature of company pricing policies and strategies. (PI:004)

7.02 GENERAL OBJECTIVE:

The student should be able to calculate and apply pricing concepts in accordance with organizational procedures to improve sales.

SPECIFIC OBJECTIVES

7.021 The student should be familiar with pricing codes.

7.022 The student should be familiar with the procedure used to adjust prices (for price increases/decreases, and for sales). (PI:008)

7.023 The student should be able to calculate and establish a selling price. (Mgt. PI:007) HOTS

7.024 The student should be able to calculate break-even points and maintained markup. (PI:006) HOTS

7.025 The student should be able to calculate markups, markdowns, and discounts.

7.026 The student should be able to identify the items that should be marked down to increase traffic or to move a slow item.

7.027 The student should be able to explain the importance of recording markdowns.

7.028 The student should be able to identify and implement alternatives to price reductions.

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8.0 PRODUCT/SERVICE PLANNING FUNCTION

The product/service planning function refers to developing the product or service mix in response to market opportunities. Topics include product/service mix, quality assurance, grades and standards, warranties and guarantees, positioning, and managing the product/service function.

8.01 GENERAL OBJECTIVE:

The student should apply the process of product/service development.

SPECIFIC OBJECTIVES

8.011 The student should be able to explain the scope of product/service planning. (PP:001)

8.012 The student should be able to explain the critical aspects of business image. (PP:002)

8.013 The student should be able to explain quality assurances that include: grades/standards and warranties/guarantees. (PP:019, PP:020)

8.014* The student should be able to use a variety of information sources in planning a product/service mix. (PP:003, PP:006, PP:007) HOTS

8.02 GENERAL OBJECTIVE:

The student should explain that marketing has a responsibility to develop safe products/services which consumers want and need.

SPECIFIC OBJECTIVES

8.021 The student should be able to explain consumer protection provisions from legal and government agencies. (PP:017, PP:018, PP:009)

8.022 The student should be able to explain the environmental factors conducive to customer/client satisfaction. (PP:010, PP:013)

8.03 GENERAL OBJECTIVE:

The student should be able to use product information and assortment strategies to increase sales.

SPECIFIC OBJECTIVES

8.031 The student should be able to demonstrate the features and benefits of the product/service being sold. (Sales Comp.)

8.032 The student should be able to show customers the proper use and care of the product. (Sales Comp.)

8.033 The student should be able to discuss concerns of business locations, space allocations, and layout considerations. (PP:011, PP:012)

8.034 The student should be able to design an assortment plan. (PP:004, PP:005) HOTS

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9.0 PROMOTION FUNCTION

The promotional function refers to communication information about products, services, image, or ideas to influence consumer behavior. Topics include the communication process, promotional mix, sales promotion techniques

9.01 GENERAL OBJECTIVE:

The student should describe the elements of the marketing-communications mix. (All objectives meet communication standards. COM)

SPECIFIC OBJECTIVES

9.011 The student should be able to give examples of the types of promotion. (PR:001, PR:002)

9.012 The student should be able to explain the concept of promotional mix. (PR:003)

9.0121 The student should be able to explain the roles of publicity and public relations in promotion. (PR:055, PR:056)

9.0122 The student should be able to summarize the purpose of brands, trademarks, and slogans. (PR:004, PR:005, PR:006)

9.013 The student should be able to explain the function of advertising in marketing communications.

9.014* The student should be able to give examples of types of advertising media. (PR:007)

9.0141 The student should be able to list the considerations used when selecting a promotional media. (PR:010)

9.015 The student should be able to calculate the cost of each media. (PR:009) HOTS

9.016 The student should be able to identify the elements of an advertisement. HOTS

9.0161* The student should be able to evaluate media/ advertising effectiveness. (PR:013) HOTS

9.017 The student should be able to coordinate promotional and personal selling activities. (PR:076, PR:078)

9.0171* The student should be able to prepare an advertising/promotional plan/calendar. (PR:077, PR:079) HOTS

9.018 The student should be able to employ legal and ethical standards in promotion.

9.02 GENERAL OBJECTIVE:

The student should be able to apply the principles of creating advertising, promotion, and publicity messages in order for promotion to be effective. (All objectives meet communication standards COM)

SPECIFIC OBJECTIVES

9.021* The student should be able to identify the target market to be reached with the message.

9.022 The student should be able to prepare a print advertisement layout. (PR:014, PR:018) HOTS

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9.0221 The student should be able to prepare advertising headlines. (PR:015)

9.0222 The student should be able to prepare advertising copy. (PR:016)

9.0223 The student should be able to identify all the elements of a logo.

9.0224 The student should be able to select and place an illustration in an ad. (PR:017)

9.0225 The student should be able to include the minor elements (subhead, borders, white space, price etc.) in a print advertisement.

9.0226 The student should be able to incorporate the elements of design (line, color, balance, type size, type style, etc.) into a print advertisement.

9.0227 The student should be able to check advertising proofs. (PR:021)

9.023 The student should be able to evaluate the cost of the advertisement in relation to expected sales generated by the ad. HOTS

9.024 The student should be able to create a radio spot.

9.025 The student should be able to evaluate the cost effectiveness of other advertising media (billboards, specialty items, television spots, yellow pages etc.).

9.026 The student should be able to evaluate an advertisement.

9.03 GENERAL OBJECTIVE:

The student should be able to apply effective visual-merchandising concepts.

SPECIFIC OBJECTIVES

9.031 The student should be able to explain the purpose and nature of visual merchandising. (PR:023, PR:025)

9.032 The student should be able to arrange merchandise effectively. (PR:026)

9.033 The student should be able to create clean and visually appealing sales areas.

9.034 The student should be able to explain how interior and exterior displays contribute to a store's image. (PR:024)

9.035* The student should be able to construct a display. (PR:026 through PR:050) HOTS

9.0351 The student should be able to describe the choice of merchandise, fixtures, and settings used in displays.

9.0352 The student should be able to identify the design elements (line, color, balance, lighting) used in a display.

9.0353 The student should be able to show how the display theme will contribute to the total store's sales promotion theme.

9.0354 The student should be able to identify, prepare and price merchandise for display.

9.0355 The student should be able to create a sign to be used in a display. (PR:034, PR:035, PR:036)

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9.0356 The student should be able to dismantle a display. (PR:054)

9.036 The student should be able to critique a display. (PR:051)

9.04 GENERAL OBJECTIVE:

The student should be able to describe the role of public relations and publicity in a company's promotional mix.

SPECIFIC OBJECTIVES

9.041 The student should be able to define public relations.

9.042 The student should be able to describe the various elements of public relations.

9.043 The student should be able to write a news release. (PR:057) COM

9.044 The student should be able to identify good customer relations techniques.

9.045 The student should be able to develop and practice good customer relations.

9.046 The student should identify potential publicity activities for a business.

9.047* The student should be able to identify pubic relations activities in a promotional mix.

9.048 The student should be able to identify the duties of a public relations specialist. CAR

9.05 GENERAL OBJECTIVE:

The student should manage elements of the promotion function.

SPECIFIC OBJECTIVES

9.051 The student should be able to devise an advertising budget. (PR:070)

9.052 The student should be able to explain the use of advertising agencies. (PR:080, PR:081)

9.053 The student should be able to analyze a contract for advertising. (PR:011, PR:012) HOTS

9.054 The student should be able to identify all activities necessary to coordinate a total company sales promotional activity. HOTS

9.055 The student should be able to identify careers and opportunities in the advertising industry. CAR

Underline = General Marketing Competency Lists
Asterisk = Entrepreneurship Competency List
Bold = Secondary Level
Normal = Most Likely Taught At Postsecondary

10.0 BUYING FUNCTION

The buying function refers to obtaining goods and services for resale. Topics include determining buying needs, identifying vendors or suppliers, and buying activities.

10.01 GENERAL OBJECTIVE:

The student should be able to assess the buying process.

SPECIFIC OBJECTIVES

10.011 The student should be able to describe the nature and scope of purchasing. (PU:001)

10.012 The student should be able to identify company buying/purchasing policies. (PU:002)

10.013 The student should be able to explain the nature of the buying process. (PU:003)

10.0131* The student should be able to explain the process of determining what to buy and what quantities to buy. (PU:004, PU:005)

10.0132 The student should be able to determine when to buy. (PU:006)

10.014* The student should be able to give examples of vendor-reliability considerations. (PU:007)

10.015 The student should be able to construct a buying plan. (PU:010) HOTS

10.016 The student should be able to analyze basic inventory and inventory turn.

10.017* Identify inventory control procedures.

10.018 The student should interpret payment authorization.

10.0181 The student should be able to check merchandise and approve invoices for payment. (PU:017)

10.019 The student should be able to place orders manually, by the computer and with the FAX machine. (PU:015) TECH

10.02 GENERAL OBJECTIVE:

The student should be able to perform operations that facilitate buying decisions.

SPECIFIC OBJECTIVES

10.021 The student should be able to compute open-to-buy.

10.022 The student should be able to compute merchandise discounts, and gross margins. (PU:013, PU:023)

10.023 The student should be able to compute the final cost of a product or service to the organization. (PU:014)

10.024 The student should be familiar with procedures for handling problem shipments. (PU:016)

10.025 The student should be familiar with procedures for returning defective or returned/unsold merchandise to the vendor.

10.026 The student should be able to identify products for resale.

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10.027* The student should be able to requisition supplies.

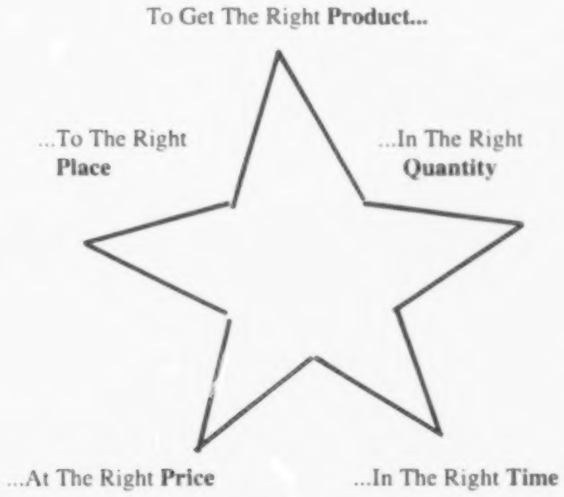
10.028 The student should be able to analyze/select appropriate inventory and merchandising plans. (PU:012 PU:025)

10.029 The student shall be able to analyze an invoice including: terms, dating, shipping etc.

"Goods Well Bought Are Half Sold"

"So Goes Buyer, So Goes Store."

The Basic Buying Function


To Get The Right **Product...**
...To The Right **Place**
...In The Right **Quantity**
...At The Right **Price**
...In The Right **Time**

11.0 RISK MANAGEMENT FUNCTION

The risk management function refers to managing marketing activities to minimize potential loss and improve an organization's profitability. Topics include pure and speculative risk, controllable and uncontrollable factors, insurable and uninsurable risks, security and safety considerations, and managing the variables associated with risk.

11.01 GENERAL OBJECTIVE:

The student should be able to assess the different types of risk which must be managed to maximize profit. There are two basic types of business risks: insurable and uninsurable. Uninsurable risks include potential losses that are uncontrollable (for example, changes in consumer buying habits). Insurable risks include potential losses that are controllable (for example, fire and theft).

SPECIFIC OBJECTIVES

11.011 The student should be able to explain types of risk. (RM:001, RM:002)

11.012 The student should be able to give examples of controllable and uncontrollable risks.

11.013 The student should be able to explain pure and speculative risk.

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11.02 GENERAL OBJECTIVE:

The student should be able to identify the activities that can help control risk in the physical environment. (Organizations encounter potential losses resulting from the physical environment that can be reduced when employees are aware of safe working procedures.)

SPECIFIC OBJECTIVES

11.021 The student should be able to explain strategies for learning about safe working procedures. (RM:003)

11.022 The student should be able to use building and business-area security systems. (RM:004) TECH

11.023 The student should be able to prepare procedures for handling accidents. (RM:012)

11.024 The student should be able to identify the procedure to follow in the event of a fire. (RM:008)

11.025 The student should be able to explain warning signs used to identify hazardous chemicals, locations etc. TECH

11.03 GENERAL OBJECTIVE:

The student should be able to explain the use of insurance in controlling losses due to risks. Topics to include: techniques of dealing with risks by purchasing insurance and belonging to other organizations.

SPECIFIC OBJECTIVES

11.031 The student should be able to explain the role of insurance in risk management (risk transfer).

11.032 The student should be able to give examples of types of insurance available to organizations.

11.033 The student should be able to compute the cost of an organization's insurance.

11.034 The student should be able to appraise types of insurance available to organizations.

11.035 The student should be able to explain how a business can transfer risks through ownership.

11.036 The student should be able to show the cost to the business of the risks retained by the business.

11.037 The student should understand the principle of risk avoidance.

11.04 GENERAL OBJECTIVE:

The student should be able to explain that controlling inventory shrinkage is important to reducing business loss.

SPECIFIC OBJECTIVES

11.041 The student should be able to explain the implications of record-keeping error.

11.0411 The student should be able to create policies and procedures to reduce shrinkage from record-keeping errors. HOTS

11.042 The student should be able to trace error to its source and correct it. HOTS

11.043 The student should be able to handle checks, money, and credit cards to eliminate shortages.

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11.0431 The student should be able to show how to handle cash register and money making errors.

11.044 The student should be able to explain store policies used to reduce shoplifting. (RM:006)

11.0441 The student should be able to identify methods used by shoplifters.

11.0442 The student should be able to create policies and procedures to reduce shrinkage from shoplifting. HOTS

11.0443 The student should be able to identify equipment used to control shoplifting. TECH

11.0444 The student should be able to explain the procedure used when apprehending a shoplifter.

11.045 The student should be able to explain store policies used to reduce internal theft. (RM:007)

11.0451 The student should be able to identify types of internal theft.

11.0452 The student should be able to calculate the cost of each type of internal theft. HOTS

11.0453 The student should be able to create policies and procedures to reduce shrinkage from internal theft.

11.0454 The student should be able to explain the procedure to follow when observing internal theft.

11.0455 The student should be able to explain the economic effects of internal and external theft.

11.046 The student should be able to explain the personal cost to someone who is caught stealing.

11.047 The student should know what to do in the event the business is robbed while he/she is on duty. (RM:005)

11.05 GENERAL OBJECTIVE:

The student should be able to identify those things that can be done to reduce risk.

SPECIFIC OBJECTIVES

11.051 The student should be able to follow opening and closing procedures.

11.052 The student should be able to use organization equipment properly.

11.053 The student should be able to recognize counterfeit money.

11.054 The student should be able to show the proper procedure for handling all kinds of checks.

11.055 The student should be able to recognize a properly written and endorsed check.

11.056 The student should be able to recognize acceptable identification instruments.

11.057 The student should know what to do with damaged, returned, defective, or broken merchandise.

11.058 The student should be able to explain how to record errors and shortages.

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12.0 SELLING FUNCTION

The selling function refers to responding to consumer wants and needs through planned, personalized communication to influence purchase decisions and ensure customer satisfaction. Topics include understanding customers, the process and techniques of selling, the ethics of selling, product service knowledge, supporting activities, and managing the selling function.

12.01 GENERAL OBJECTIVE:

The student should be able to identify sales related occupations. (All objectives meet career standards. CAR)

SPECIFIC OBJECTIVES

12.011 The student should be able to demonstrate the need for salespersons. (SE:017, LAP 117)

12.012 The student should be able to explain the need for salespersons in a free enterprise form of government.

12.013 The student should be able to show the advantages and disadvantages of a career in sales.

12.014 The student should be able explain the number of opportunities in sales and sales related fields.

12.015 The student should be able to identify the career opportunities in the four major areas of selling (retail, direct, wholesale, and industrial).

12.0151 The student should be able to explain methods of pay, sales quota, incentives, etc. used in the sales profession.

12.016 The student should know educational requirements needed to qualify for a career in sales.

12.02 GENERAL OBJECTIVE:

The student should be able to explain and demonstrate the selling process. (All objectives meet communication standards. COM)

SPECIFIC OBJECTIVES

12.021 The student should be able to explain the selling process. (SE:048, LAP 126)

12.0211 The student should be able to demonstrate that the selling process is a communication process.

12.0212 The student should be able to explain the elements of the preapproach.

12.0213 The student should be able to greet customers courteously with a smile plus explain and demonstrate several openings (APPROACH). (SE:869, LAP 101)

12.0214 The student should be able to explain and demonstrate methods used to qualify a customer (INTEREST). (SE:024, LAP 114 & SE:042, LAP 120)

12.0215 The student should be able to show methods of demonstrating product/service selling (DESIRE). (SE:871, LAP 111, SE:893, LAP 103)

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12.0216 The student should be able to prepare feature/benefit statements. (SE:873, LAP 113)

12.0217 The student will be able to demonstrate and explain methods of handling objections (CONVICTION). (SE:874, LAP 100)

12.0218 The student will demonstrate trial close and closing techniques (ACTION). (SE:895, LAP 107)

12.0219 The student will demonstrate and explain techniques to increase the sale (suggestive selling techniques). (SE:875, LAP 110)

12.022 The student should be able to package customer' purchases appropriately.

12.023 The student will explain the techniques used to follow up a sale. (SE:057, LAP 119)

12.024 The student should be able to explain the need for product knowledge when selling.

12.0241 The student should be able to identify sources of product information. (SE:011, LAP 104)

12.0242 The student should be able to identify product knowledge for promotional material and selling information. (SE:012, SE:052)

12.03 GENERAL OBJECTIVE:

The student should be able to analyze customer types and buying motives.

SPECIFIC OBJECTIVES

12.031 The student should be able to recognize customer personality characteristics. (SE:810, LAP 112)

12.032 The student should b able the explain how to adjust to each type of customer.

12.033* The student should be able to determine customer needs, wants, and overcome objections.

12.034 The student should be able to identify customer buying motives. (SE:883, LAPS 102, 109).

12.04 GENERAL OBJECTIVE:

The student should analyze the sales person's personality and know how to adjust to other personalities (customer service).

SPECIFIC OBJECTIVES

12.041 The student should be able to identify the four major personality styles.

12.042 The student should be able to identify the strengths and weaknesses of each personality style.

12.043 The student should be able to explain how each personality style must adjust to get along with another style.

12.044 The student should be able to identify techniques to help adjust to an irate customer.

12.0441 The student should be able to process customer complaints professionally. COM

12.0442 The student should be able to demonstrate good techniques of listening. COM

12.045* The student should be able to explain techniques used by businesses to create a loyal customer and repeat business.

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12.046* The student should be able to show the importance of customer service (problem solving). HOTS

12.047* The student should be able to explain the value-added concept (adding value to a product with several intangibles such as better trained salespeople, better customer service, etc.)

12.048 The student should be able to exhibit self-motivation in selling.

12.049 The student should be able to identify personality characteristics (honesty, enthusiasm, initiative, trust etc.) that enable a salesperson to be successful.

12.05 GENERAL OBJECTIVE:

The student should be able to match the organization's products and services with the customer's wants and needs to increase sales.

SPECIFIC OBJECTIVES

12.051* The student should be able to use skills and concepts of personal selling.

12.052 The student should be able to organize product knowledge to create customer belief and interest. HOTS

12.053 The student should be able to demonstrate a product/service effectively.

12.054 The student should use ethical sales techniques.

12.055 The student should be able to use buying motives as a basis for sales presentations.

12.056 The student should be able to adapt to different types of customers. MCNS

12.0561 The student should be able to use language that the customer understands. COM

12.0562 The student should be able to outline the sales presentation to the customer.

12.0563 The student should be able to keep the focus of the sale on the customer.

12.0564 The student should be able to give the customer reassurance after the sale.

12.0565 The student should be able to evaluate the sale to determine ways of improving. HOTS

12.057 The student should be able to show enjoyment in helping the customer make a purchase.

12.058 The student should be able to manage tension during the sale.

12.059 The student should be able to process telephone orders. (SE:835)

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State Infusion Summary

Below is a listing of the marketing competencies/objectives that fulfill the state infusion guidelines 12.5 (256) of the Iowa code

Career (CAR): Instruction which assists the learner in learning about self and society in relationship to the world of work.
1.313. 1.3131, 1.5 (45), 1.6 (39), 3.227, 9.048, 9.055, 12.01 (7)

Global Education (GLO): Instruction which attempts to teach students about the whole world.
2.2 (30), 3.212

Human Growth and Development (HGD): Instruction should promote positive self-concept, understanding personal growth and development and relationships with peers and family members in the home, school, and community.
1.318, 1.3181, 1.3182, 1.321, 1.324,1.411

Communication Skills (COM): Instruction which attempts to improve the students ability to transmit or receive thoughts, opinions, and information using the communication modes of reading, writing, visual and nonverbal expression, viewing, listening, and speaking.
1.21 (9), 1.22 (11), 1.412, 1.5333, 1.5334, 1.5335, 1.5337, 1.5338, 1.534, 1.5341, 1.5342, 1.542, 1.543, 1.633, 9.01(13), 9.02 (13), 9.043. 12.02 (15), 12.0441, 12.0442, 12.0561

Learning Skills (L/SK): Instruction should develop behaviors leading to the successful attainment of a variety of simple to complex academic tasks, e.g., self evaluation; goal setting; time management; locating, receiving, and selecting information; etc.
1.212, 1.3111,1.3112,1.3113,

Higher Order Thinking Skills (HOTS): Instruction which attempts to teach problem solving and decision making; and critical thinking behaviors that involve reorganizing in meaningful ways academic content and general knowledge.
1.142, 1.144,, 1.146, 1.226, 1.245, 1.313, 1.3131, 1.314,1.316, 1.317, 1.422, 1.424, 1.425,
1.43 (7), 1.443, 1.449, 1.464, 1.468, 1.469, 1.511, 1.516, 1.518, 1.523, 1.527, 1.5323, 1.535, 1.536, 1.542, 1.543, 1.613, 1.614, 1.617, 1.623, 1.626, 1.6261, 1.636, 2.111, 2.125, 2.127, 2.314, 2.315, 2.327, 3.114, 3.127, 3.134, 3.137, 3.1422, 3.146, 4.022, 5.017, 5.026, 6.022, 7.023, 7.024, 8.014, 8.034, 9.015, 9.016, 9.0161, 9.0171, 9.022, 9.023, 9.035, 9.053, 9.054, 10.015, 11.0411, 11.042, 11.0442, 11.0452, 11.0453, 12.046, 12.052, 12.0565

Multicultural-Nonsexist (MCNS): Instruction should include multicultural and nonsexist approaches to the educational program.
1.325, 1.4225, 1.44 (13), 1.45 (7), 1.46 (10), 3.135, 12.056

Technology (TECH): The use of technology in the educational program.
1.113, 1.123, 1.24 (9), 6.017, 10.019, 11.022, 11.025, 11.0443

Marketing Education Student Record

NAME: DATE

INSTRUCTOR:

Directions: Evaluate the student by checking the appropriate number or letter to indicate the degree of competency.

Rating Scale: 3 Mastered (80%)
2 Partially Mastered (70%)
1 Not Mastered
N Not taught

3 2 1 N

1.0 HUMAN RESOURCE FOUNDATIONS

1.1 Mathematics

☐☐☐☐
1.11 Solve mathematical problems
1.12 Use monetary procedures involving customer transactions
1.13 Apply the concept of pricing products and services
1.14 Prepare business records (accounting operations)

1.2 Communications

☐☐☐☐
1.21 Communicate effectively in a marketing environment
1.22 Use effective verbal and nonverbal communication
1.23 Explain the elements of effective written communication
1.24 Explain the uses of advanced technological communication devices

1.3 Self-Understanding

☐☐☐☐
1.31 Work with minimal supervision
1.32 Give examples of personality traits important to business

1.4 Interpersonal skills

☐☐☐☐
1.41 Explain the importance of self-confidence
1.42 Understand the importance of human relations
1.43 Solve marketing problems by using rational decision making processes
1.44 Work as a part of a team to achieve marketing goals
1.45 Develop positive working relationships
1.46 Use effective customer relations

1.5 Career development

☐☐☐☐
1.51 Identify career opportunities in marketing
1.52 Understand marketing career paths, types of jobs, and occupational characteristics
1.53 Apply job-seeking skills effectively
1.54 Apply entrepreneurial skills when developing a career plan

1.6 Human resource management

☐☐☐
- 1.61 Apply concepts and principles of managing human resources
- 1.62 Distinguish roles and duties within the organization
- 1.63 Interpret types and purposes of training
- 1.64 Recognize and interpret characteristics of organization leaders

2.0 ECONOMIC FOUNDATIONS

2.1 Basic economics

☐☐☐
- 2.11 Understand economic concepts that affect marketing in the United States' private enterprise system
- 2.12 Describe how supply and demand relate to profit and pricing
- 2.13 Understand labor's effects on our economic system

2.2 Economic systems

☐☐☐
- 2.21 Understand the elements of government control that affect private enterprise in the United States
- 2.22 Explain the influence of international economics on business decisions made in the United States

2.3 Entrepreneurship and economic trends

☐☐☐
- 2.31 Interpret economic trends and the effects of these trends on marketing
- 2.32 Describe the role of the entrepreneur in the United States private enterprise system
- 2.33 Make a positive economic contribution to the employer

3.0 MARKETING AND BUSINESS FOUNDATIONS

3.1 Business ownership and operation

☐☐☐
- 3.11 Describe organization structure and its implications for organization function
- 3.12 Understand ownership structures of a business
- 3.13 Recognize management functions within business operations
- 3.14 Apply budgetary procedures to a business operation

3.2 Marketing functions and concepts

☐☐☐
- 3.21 Understand the role marketing plays in the United States economy
- 3.22 Interpret how marketing processes relate to business operations

4.0 DISTRIBUTION FUNCTION

☐☐☐
- 4.01 Determine channels of distribution in marketing
- 4.02 Illustrate procedures of stock control
- 4.03 Prepare merchandise in inventory for sale

5.0 FINANCING FUNCTION

☐☐☐
- 5.01 Understand that effective marketing and business practices are based on adequate financial resources, and proper use of credit

5.02 Facilitate the marketing process by providing consumer credit to increase the consumer's capacity to spend

6.0 MARKETING INFORMATION MANAGEMENT FUNCTION

☐☐☐☐

6.01 Comprehend the marketing-information management is an important component of the marketing process
6.02 Use the marketing-information management process
6.03 Apply market-research techniques

7.0 PRICING FUNCTION

☐☐☐☐

7.01 Recognize the factors influencing product/service pricing
7.02 Calculate and apply pricing concepts in accordance with organizational procedures to improve sales

8.0 PRODUCT/SERVICE PLANNING FUNCTION

☐☐☐☐

8.01 Apply the process of product/service development
8.02 Explain that marketing has a responsibility to develop safe products/services which consumers want and need
8.03 Use product information and assortment strategies to increase sales

9.0 PROMOTION FUNCTION

☐☐☐☐

9.01 Describe the elements of the marketing-communications mix
9.02 Apply the principles of creating advertising, promotion, and publicity messages in order for promotion to be effective
9.03 Apply effective visual-merchandising concepts
9.04 Describe the role of public relations and publicity in a company's promotional mix
9.05 Manage elements of the promotion function

10.0 BUYING FUNCTION

☐☐☐☐

10.01 Assess the buying process
10.02 Perform operations that facilitate buying decisions

11.0 RISK MANAGEMENT FUNCTION

☐☐☐☐

11.01 Assess the different types of risk which must be managed to maximize profit
11.02 Identify the activities that can help control risk in the physical environment
11.03 Explain the use of insurance in controlling losses due to risks
11.04 Explain how that controlling inventory shrinkage is important to reducing business loss
11.05 Identify those things that can be done to reduce risk

12.0 SELLING FUNCTION

☐☐☐☐ 12.01 Identify sales related occupations

12.02 Explain and demonstrate the selling process

12.03 Analyze customer types and buying motives

12.04 Analyze the sales person's personality and how to adjust to other personalities (customer service)

12.05 Match the organization's products and services with the customers wants and needs to increase sales

Model Program

Postsecondary

Community college marketing education programs provide instruction in most marketing employment levels. Programs range from certificate programs (less than one year), to diploma programs (one year but less than two years), to associate of applied science programs (two years). Although the community college may seek approval to offer each program level separately, most colleges provide the AAS degree program with opt-out points within a two year curriculum for those students not wishing to complete the total sequence.

Community colleges may also provide specialized marketing programs such as fashion marketing, food marketing, insurance and real estate marketing. Area employment needs, student interest, size of the college district, play a major role in the availability of general marketing offerings as well as specialized marketing programs.

Guidelines for the above awards have been cooperatively established by the Department of Education and the community colleges. These guidelines are general in nature, and are considered minimum requirements, allowing individual community colleges to be more prescriptive in defining their award criteria.

MARKETING EDUCATION

Program Options

CERTIFICATE PROGRAM

Employment Level: Entry, Career Sustaining
College Credit: 9 -18 Semester hours
General Education Requirement: None

DIPLOMA PROGRAM

Employment Level: Career Sustaining, Mktg. Specialist
College Credit: 18 - 40 Semester hours
General Education Requirement: Min. 3 semester hours from communications, social sciences, math/science

ASSOCIATE OF APPLIED SCIENCE

Employment Level: Mktg. Manager, Supervisor, Entrepreneur
College Credit: Min. 60 semester hours
General Education Requirement: Min. 12 semester hours with at least one course from communications, social sciences, math/science, and humanities. Fifty percent (50%) of the program consists of technical courses.

MARKETING EDUCATION

Course Options

	SUGGESTED COURSES
Entry, Career Sustaining Level	Intro to Business Sales Intro to Retail Marketing Principles of Advertising Marketing Math Communication Skills Intro to Microcomputers and Data Processing
Career Sustaining Marketing Supervisor Level	General Education Requirement Retailing Principles of Marketing Professional Development Business Law Internship
	SUGGESTED COURSES IN ADDITION TO BOTH GROUPS ABOVE
Marketing Supervisor, Manager Entrepreneur Level	General Education Requirement Principles of Management Accounting I Management Accounting Small Business Management Personnel Management Retail Merchandising Personal Finance Buying

Course Descriptions

INTRODUCTION TO BUSINESS

This survey course examines the important factors of the organization and management of business. It includes a general survey of ownership, marketing, physical factors, personnel, finance, legal environment, taxation and the general aspects of our economic and free enterprise system.

SALES

This course is designed to understand a wide variety of selling situations including personal selling, selling through self-selection and self-service. Personality development is stressed in addition to the principles of selling.

MARKETING MATH

This course includes discussion and application of math skills to marketing problems. Emphasis is placed on daily calculation in marketing occupations and basic occupational skills.

RETAILING

This is a comprehensive study of the principles and practices of retail distribution. Included are areas of study in retail policies as they affect location, layout, buying, receiving and marketing.

RETAIL MERCHANDISING

This course gives the student an understanding of the quantitative aspects of retail operations such as pricing, inventory, stock-turn and control.

PRINCIPLES OF MARKETING

The fundamental principles of the flow of goods and services from the producer to consumer. Areas of study include: buying, selling, transportation, storage, risk taking, financing, advertising and market information, all in reference to their importance in the marketing structure.

PROFESSIONAL DEVELOPMENT

This course deals with the procedures for developing a positive self-concept, setting professional goals, behavior modification, development of a "winning psychological attitude," as well as involvement in state and national D.E.C.A. activities. Leadership skills and knowledge of parliamentary procedures are also studied.

PRINCIPLES OF ADVERTISING

This course is an analysis of the principles used in the various media of advertising and the non-personal selling efforts.

PRINCIPLES OF MANAGEMENT

This course places emphasis on planning, organizing, directing and controlling of materials, labor and capital in the successful operation of a business enterprise.

INTRO TO MICROCOMPUTERS AND DATA PROCESSING

This course is designed to introduce students to, and acquaint them with computers and their value in the retail environment. Emphasis is placed on computer operation, data entry, and analysis of computer output. Also included are business game projects for management decision-making purposes.

BUSINESS LAW
This introductory course is designed to acquaint future marketing managers with the principles of law as they relate to business. The legal principles of the contract, agency and employment, negotiable instruments, suretyship, bailments and personal property are studied.

PERSONNEL MANAGEMENT
This course covers the fundamentals of human resources management. An exploration is made of the techniques involved in the delegation of authority and the supervision.

BUYING
This course emphasizes the procedures involved in the merchandising of fashion buying. Emphasis is placed on fashion markets, record keeping, market planning, and purchasing of merchandise to cover planned sales, fashion promotions, customer wants, needs and desires.

PERSONAL FINANCE
This is a study of the management of one's personal financial resources. Topics included are the management of income and expenditures, budgeting and financial protection.

INTRODUCTION TO RETAIL MARKETING
This course gives the student a comprehensive overview of retail marketing. Special emphasis is given to trends in retailing and to individuals and organizations that have significantly contributed to the evolution and dynamics of retail marketing.

INTERNSHIP
This course is designed to give the student-trainee work experience in selected retail organizations. The emphasis is on job experiences that parallel the needs and the career aspirations of the student. Internship is supervised by the marketing instructor.

ACCOUNTING 1
This course offers an introduction to fundamental bookkeeping procedures, preparation of financial statements and the uses of accounting data in the operation of a business.

MANAGEMENT ACCOUNTING
This course offers a study of accounting principles from a management viewpoint. This includes federal and state taxes, payroll and department accounting for the retail operation.

SMALL BUSINESS MANAGEMENT
This course is designed to examine the fundamentals of organizing and managing a small business. Topics include: finance, marketing, competition, site analysis, franchising, and personnel/employee relations.

Program Components

CLASSROOM INSTRUCTION

Classroom instruction should be provided in a wide range of marketing theory and skill applications designed to prepare the student for career-sustaining, marketing specialist, marketing supervisor, or manager/ entrepreneur occupations.

Instruction should focus on the marketing functions of distribution, financing, management of marketing information, pricing, product planning for goods and services, promotion, purchasing, risk management, selling, management and entrepreneurship. It may also include basic educational foundations, business foundations, and economic foundations.

COOPERATIVE WORK EDUCATION/INTERNSHIP

Cooperative work experience shall be regularly scheduled to develop a vocational understanding of specific marketing occupations. This would involve student placement at a training station providing hands-on experience in a variety of marketing skills. The teacher and job training sponsor will work together to reinforce concepts learned in the classroom and their application to real business situations. The marketing laboratory experience, which might include a school store or an ongoing project related to marketing is also acceptable. For further information, see the Iowa Cooperative Vocational Education Handbook.

SCHOOL STORE - AND LAB

In many school settings, marketing educators recognize the potential of the school store for providing real "learning by involvement" experiences for students. When competition for co-op and work experience job openings becomes stiffer, marketing teachers may find that the school store will not only be an alternative to the cooperative program, but a more effective training tool than many co-op experiences.

The store must be set up and operated in a form that closely resembles that of a typical moderate to large size retail organization. Within this framework, many of the normal functions, activities and procedures of an actual retail enterprise are established and performed, so that the entire process becomes a meaningful application of the total operation on a smaller scale. The store can thus provide students with virtually unlimited tasks that are performed at the various operating and managerial levels of a full scale retail organization.

DECA

DECA is a vocational student organization for students enrolled in the marketing education program. DECA is a method of instruction which, through a variety of activities, reinforces what the student learns with recognition, opportunities to develop an individual sense of responsibility, and a greater understanding and appreciation of marketing, merchandising, and management.

ADVISORY COUNCIL COMMITTEE

Course offerings, curriculum, and the instructional programs should be developed with input from community representatives in the marketing area. The advisory committee serves as a tool to provide assistance to the local teacher in all phases of the program. Refer to Chapter III for further information.

Professionalism

The effectiveness of marketing education teachers is dependent upon both the technical skill and knowledge of the discipline they bring to the classroom and the image they project to the varying target markets with which they deal. These markets (publics) would include the advisory council, other professional educators, administrators, parents, students, support staff and training station sponsors.

With all the minimum standards that apply to being an educator, there are some specialized areas of professional commitment which have proven to be important for successful marketing education teachers. Among these are:

1. Service to students and the profession.
2. Continued emphasis on acquiring additional knowledge.
3. Membership in professional organizations.

Meeting the Iowa certification requirements should be considered only the first step of establishing the marketing teacher as a professional. Successful teaching experience must be coupled with an ongoing dedication to quality education in general and specifically, marketing education. This dedication is evidenced by continued effort to improve teaching practices, commitment to the growth of marketing education as a discipline, maintenance of high ethical standards, and service to students, parents, the school and the marketing education profession.

SERVICE TO STUDENTS

Effective teachers believe that their most important function is to serve the needs of students. Marketing Educators believe that they must:

1. Take responsibility for the success of their students.
2. Keep students task-oriented.
3. Set a good example for their students.
4. Be good classroom managers.
5. Use a variety of instructional methods.
6. Program their students for success.
7. Challenge their students.

SERVICE TO THE PROFESSION

Service to the profession is difficult to measure but can be traced to many things. Marketing education teachers are:

1. Continuously keeping themselves current through reading professional journals and other publications.
2. Aware of the expectations of parents and administrators.
3. Receptive to change in the practice of teaching.
4. Conscientious and proficient in planning.
5. Dependable.
6. Generous in contributing their time and talent to the community and the profession.
7. Aware that their actions and ethical standards will impact the program and their students.

ACQUISITION OF KNOWLEDGE TO IMPROVE TEACHING

There are several methods of improving teaching through acquiring additional knowledge. The marketing education teacher continually strives to remain current and improve his/her knowledge base. Among the methods of achieving this goal are:

Professional Literature

Selected publications which form the basis of a marketing education teacher's reading are:

Marketing Education Specific

Ideas for Marketing Educators
Marketing Education Resource Center. (Formerly IDECC)
The Ohio State University
1564 West First Avenue
Columbus, OH 43212

Marketing Educator's News
Marketing Education Association
1908 Association Drive
Reston, VA. 22091

The Journal of Cooperative Education
Cooperative Education Association, Inc.
3311 Toledo Terrace, Suite A101
Hyattsville, MD 20782

Marketing Educator's Journal
Marketing Education Association
1908 Association Drive
Reston, VA 22091

Marketing News
American Marketing Association
250 South Wacker Drive
Chicago, IL.

Training and Development Journal
American Society for Training and Development
1630 Duke Street
Alexandria, VA. 22314

General Related Publications

The Balance Sheet
South-Western Publishing Company
5101 Madison Road
Cincinnati, OH. 45227

Vocational Education Journal
American Vocational Association
1410 King Street
Alexandria, VA. 22314

Business Education World
McGraw-Hill Book Company
1212 Avenue of the Americas
New York, NY. 10020

Trade Publications

Advertising Age
Crain Communications
740 North Rush Street
Chicago, IL. 60611
(312) 649-5200

Chain Store Age
Business Guides, Inc.
425 Park Avenue
New York, NY. 10022
(212) 371-9400

Restaurant Business
Bill Communications, Inc.
633 Third Avenue
New York, NY. 10017
(212) 986-4800

Sales and Marketing Management
Bill Communications, Inc.
633 Third Avenue
New York, NY. 10017
(212) 986-4800

Restaurant News
Hani Productions
5636 East Beverly Blvd.
Los Angeles, CA. 90022

Stores Magazine
National Retail Merchant's Association
100 West 31st Street
New York, NY. 10001

Ad Week
New England Advertising Week, Inc.
100 Boylston Street
Boston, MA. 02116
(213) 482-0876

American Demographics
American Demographics, Inc.
108 North Cayuga Street
Ithaca, NY. 14850
(607) 273-6343

The dedicated professionals and leaders of Iowa marketing education programs also regularly participate in workshops, seminars, and classes provided through universities, colleges and other institutions of the state.

Professional Organizations

A profession is distinguished by the professional organizations which define the criteria for admission, lead in research and work for the continued growth of the profession. The following professional organizations are recommended to the Iowa marketing education teacher for minimum acceptable involvement:

Iowa Marketing Educators (IME)
Charlane Pralle
Senior High School
Iowa Falls, IA 50126

An organization for secondary and postsecondary marketing instructors and business educators in the marketing and management areas. The purposes of this group are:

A. To establish improved communication among local programs, the State Department of Education, teacher preparation institutions, professional groups, business groups, and all of those interested in marketing education.

B. To promote a better understanding of the purposes, operations and standards of marketing education.

C. To cooperate with and support the National Marketing Education Association, the Iowa Vocational Association, and the American Vocational Association through membership.

D. To encourage and assist members in the use of high ethical standards in our organization and profession.

E. To emphasize and encourage the promotion, improvement, and expansion of marketing education programs in Iowa.

Marketing Education Association
1908 Association Drive
Reston, VA. 22091

MEA is for instructors, teacher-coordinators, local and state supervisors, teacher-educators and other personnel responsible for maintaining, improving and supporting marketing education programs. Its purposes are to develop high professional standards among the membership; to foster a better understanding of marketing education and its importance; to improve MEA by encouraging the dissemination of new ideas, fostering practical research, implementing promotional plans, and providing conferences and seminars; to support the marketing student organization; to establish a unified position on issues, policies and legislation; to provide opportunities for better leadership development and professional growth; to improve relationships with other agencies, organizations, and institutions; and to serve as a catalyst for business support and involvement.

Iowa Vocational Association
Greg Snere
Ellsworth Community College
1100 College Street
Iowa Falls, Iowa 50126

The national, professional organization of teachers, administrators, supervisors, and teacher-educators engaged in the various phases of vocational/technical education programs at the national level and the professional advancement of its members.

Other recommended associations are:

American Marketing Association
250 South Wacker Drive
Chicago, IL. 60606

Professional society of marketing and marketing research executives, sales and promotion managers, advertising specialists, teachers and others interested in marketing. Fosters research; sponsors seminars, conferences, and student marketing clubs; provides educational placement service and doctoral consortium.

Chamber of Commerce
(Local Organization)

National Retail Merchant's Association
100 West 31st Street
New York, NY. 1001

Sales and Marketing Executives International
380 Lexington Avenue
New York, NY. 10017

With appropriate membership, the marketing educator receives professional periodicals containing state-of-the-art information, inspirational conferences, opportunities to serve, professional/recognition, and personal affiliation with the "cutting edge" of the profession. The benefits of these organizations go far beyond the membership fees required. Typical of professional organizations are the following benefits:

1. Conferences dealing with issues, practices and materials.
2. Publications, curriculum materials.
3. Opportunity for active professional leadership.
4. Opportunity to serve on committees and study groups.
5. Recognition of outstanding professionals within the organization.
6. Input into local, state and national issues.
7. Networking through the local affiliates.
8. Public relations.
9. Legislative leadership and advocacy.

State Minumum Competencies

General Marketing

Competency	Related Basic Skills: What the instruction should reinforce.	
Occupational Competencies: (Code)	**Skill Area**	**Verb/Links**
1. Determine customer needs, wants and overcome objections 12.033	Language Arts (177)	Evaluates information; oral; written; relevant; irrelevant.
2. Determine the availability and location of merchandise. 4.024	Math (018)	Calculates; evaluates; reasoning; invalid arguments.
3. Demonstrate computer literacy. 1.248	Language Arts (266)	Presents; informal speech; information requests.
4. Present products features and benefits. 12.0216	Language Arts (262)	Presents; formal speech; expository
5. Demonstrate suggestive selling techniques. 12.0219	Language Arts	Presents; formal speech; persuasive
6. Greet customer courteously with a smile. 12.0213	Language Arts (030)	Appreciates; approach; mood; tone
7. Close sale. 12.0218	Language Arts (270)	Presents informal speech; persuasive
8. Follow-up with customers. 12.023	Language Arts (043)	Collects; organizes; information-oral written observations.
9. Package customer's purchase appropriately. 12.022		

10. Process customer complaint professionally. 12.0441, 1.465	Language Arts (121)	Comprehends; information-oral; written
11. Explain the economic effects of internal and external theft. 11.0455	Free Enterprise (120) Free Enterprise (066)	Identifies; cost factors; capital resources. Describes; explains; economic concepts
12. Process returned and exchanged merchandise. 4.026	Math (261) Language Arts (012)	Uses calculator; addition; subtraction Adapts; styles; purpose
13. Identify inventory control procedures. 10.007	Language Arts (208)	Identifies; information oral-written; main ideas.
14. Utilize marketing and advertising tool and techniques. 9.013	Free Enterprise	Describes; explains; purpose; strategy
15. Demonstrate the use of business machines. and telecommunications.1.113, 1.221, 1.125	Language Arts (267)	Presents; informal speech; information supplying
16. Process oral and written communications.	Language Arts (243)	Infers; predicts; information-oral; written; main idea 1.229
17. File materials in an organized manner.	Language Arts (039)	Collects; organizes ; information-oral; written; classification. 1.217
18. Use money processing procedures. 1.121, 1.125,1.126	Language Arts (132)	Comprehends; information-written
19. Explain the relationship of government and business. 2.213	Free Enterprise (087)	Describes; explains; government impacts; costs.
20. Analyze the concept of competition. 2.128	Free Enterprise (013)	Defines; economic terms; competition
21. Analyze the concept of supply and demand. 2.121	Free Enterprise (072)	Describes; explains; economic concepts; supply; demand

22. Explain the concept of organized labor and business. 2.132	Free Enterprise (109)	Describes; explains; labor relations
23. Explain the concept of business cycles. 2.313	Free Enterprise (061)	Describes; explains business cycles
24. Explain the nature of international trade. 2.221	Free Enterprise	Defines; economic terms; trade international
25. Analyze the concepts of profit. 2.124	Free Enterprise (044)	Defines; economic terms; profit
26. Demonstrate research as it relates to marketing. 6.015	Language Arts (047)	Collects; organizes; information-oral; written; research formal.
27. Use multicultural and gender equity practices. 1.325	Language Arts (013)	Applies; use; definitions.

Leadership

1. Follows directions. 1.212	Language Arts (121)	Comprehends information; oral & written
2. Speaks effectively in front of others. 1.222	Language Arts (261)	Presents informal; formal speech
3. Lead a discussion. 1.2152	Language Arts (261)	Presents informal speech; discussion
4. Organizes an event. 1.6421		
5. Delegates and follow-up duties. 1.6422		

6. Utilizes time effectively. 1.311		
7. Prioritizes series of tasks. 1.624		
8. Defines goals. 1.515		
9. Works effectively with others. 1.454	Language Arts (012)	Adapts ; style; purpose
10. Listens effectively. 1.224, 1.228	Language Arts (121)	Comprehends information-oral
11. Facilitates group interaction. 1.441		
12. Resolve conflict. 1.449		
13. Adapts to environment; situation. 1.316		
14. Exhibits a positive attitude. 1.446		
Job Getting; Job Keeping		
1. Identifies requirements for a job. 1.514		
2. Completes required forms. 1.631	Languages Arts (065)	Composes; edits; forms; documents; W-4; forms; work permits

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3. Writes application letter. 1.5335	Language Arts (062)	Composes; edits job application
4. Evaluates job offer. 1.536		
5. Interacts with others in a courteous and tactful manner. 1.4225		
6. Accepts individual differences. 1.442		
7. Respects the property of others. 1.4551		
8. Organizes thoughts and clearly expresses point of view. 1.2222	Language Arts	Presents; informal speech
9. Organizes thoughts and writes clearly. 1.2221	Language Arts	Composes; edits paragraphs
10. Exhibits dependability. 1.4221		
11. Practices punctuality. 1.4222		
12. Asks for help when needed. 1.4224		
13. Accepts new challenges. 1.4223		
14. Accepts supervision willingly. 1.315		

ME-100

15. Adapts to change/demonstrates flexibility.
2.335

16. Manages time effectively.
1.311

17. Follows rules and regulations.
1.3111

18. Produces quality work.
1.3112

19. Works within guidelines.
1.3113

20. Takes responsibility for mistakes and /or good work.

21. Complies with safety and health rules Language Arts (141) Comprehends ; information written; main idea
1.3182

22. Utilizes equipment correctly.
1.247

23. Maintains clean and orderly work area.
1.3115

24. Demonstrates personal hygiene and cleanliness.
1.3181

25. Exhibits initiative.
1.4226

26. Demonstrates motivation.
1.4227

Entrepreneurship

1. Analyze business structure. 3.114	Language Arts (183)	Evaluates; information-written; clarity
2. Identify skills required of a business owner. 3.115		
3. Recognize relevant, ethical issues in business. 2.3321		
4. Analyze the contents of a business plan. 3.136	Language Arts (183)	Evaluates; information-written; clarity
5. Recognize the importance of technical assistance. 3.124		
6. Explain types of business ownership. 3.118	Free Enterprise (065)	Describes; explains; economic concepts

Marketing Education---Entrepreneurship

Competency	Related Basic Skills: What the instruction should reinforce.	
Occupational Competencies:	**Skill Area**	**Verb/Links**
1.Profile characteristics of an entrepreneur. 2.336,3115		
2.Analyze market potential and venture feasibility. 2.315	Math (139)	Estimates; rounds; expected outcomes
3.Identify components of a business plan.	Language Arts (224)	Identifies; information written; key words/phrases. 3.136
4.Obtain assistance from professionals (i.e. legal, financial, technical, and insurance) 3.124	Language Arts (266)	Presents; informal speech; information-requests
5.Identify different types of business ownership. 3.1191	Language Arts (214)	Identifies; informal-written
6.Identify government regulations as they apply to business ownership.3.123	Free Enterprise (092) Language Arts (135)	Describes; explains; government; costs; regulation Comprehends; information-written; character traits
7.Select business location. 3.125		
8.Plan mission, goals and objectives for business. 3.133	Language Arts (003)	Adapts; diction; structure; purpose.
9.Evaluate sources of start-up capital. 3.121,5.014	Free Enterprise (049)	Defines; economic terms; resources.
10.Establish operating policies, procedures and budgets. 3.138, 3.141, 3.1411	Language Arts (003)	Adapts; diction; structure; purpose

11. Evaluate business performance. 3.147	Language Arts (227)	Evaluate; information- written, adequacy; sufficiency.
12. Develop expense control plan. 3.1431	Math (097)	Constructs; charts; table; graphs
	Language Arts (092)	Composes; reports information; supplying
13. Design physical business layout. 3.126	Math (014)	Calculates; evaluates; measurement; precision
14. Identify loss-prevention processes. 3.1413	Language Arts (249)	Infers; predicts; information-written; oral; cause-effect relationships.
15. Maintain procedures of effective safety. 1.4552, 1.3182	Language Arts (002)	Adapts; diction; structure; audience; programs for employee
16. Demonstrate computer literacy in the use of word processor, spreadsheets, and data management. 1.243, 1.246	Science (499)	Computers; information processing
17. Develop personnel needs. 1.626		
18. Prepare job descriptions. 1.6261	Language Arts (058)	Composes; edits; documents
19. Identify techniques for recruiting, interviewing and selecting employees. 1.627	Language Arts (225)	Identifies; information-written; main idea.
20. Comply with state and federal employment laws. 1.6111	Languages Arts (132)	Comprehends; information-written
21. Identify orientation and training techniques. 1.632	Language Arts (214)	Identifies; information-written;
22. Identify proper techniques. 1.634	Languages Arts (214)	Identifies; information--written.
23. Schedule employees. 1.632	Math (214)	Construct; graphs
24. Identify credit policies and procedures. 5.022	Language Arts (214)	Identifies; information--written

25. Establish personal and business credit worthiness. 5.024	Free Enterprise (129)	prepares; personal budget; needs; income; wants
26. Prepare plan for product mix. 8.014	Language Arts (056)	Composes; draft-oral-written; sequence
27. Select suppliers and purchase equipment, supplies, and merchandise. 10.014, 10.0131, 10.027	Language Arts (047)	Collects; organizes; information-oral; written;
28. Establish pricing policies and strategies. 7.016	Language Arts (058)	Composes; documents
29. Establish inventory control program. 4.021, 10.017	Language Arts (058)	Compose; documents
30. Determine target market and evaluate media to address the target market. 9.021	Language Arts (047)	Collects; organizes; information-oral; written research
31. Identify different methods of advertising media. 9.0146, 9.061	Language Arts (214)	Identifies; information-written;
32. Prepare advertising/promotional plan. 9.0171	Language Arts (056)	Composes; drafts written; sequence
33. Plan public relations. 9.047	Languages Arts (056)	Composes; drafts written; sequence
34. Prepare a product display. 9.035		
35. Select financial record-keeping system. 3.1421	Language Arts (182)	Evaluates; information written; appropriateness
36. Analyze financial statements. 3.146	Math (158)	Verifies/Conclusions
37. Perform cash flow analysis. 3.1422	Math (158)	Verifies; conclusions
38. Identify payroll components. 1.6121	Language Arts	Identifies; information - written
39. Establish procedures for customer billing. 5.025	Language Arts (056)	Compose; drafts-written; sequence

40. Determine customer needs,wants, and concerns. 12.033	Language Arts (230) Free Enterprise (115)	Identifies; point of view; third person Describes; explains needs; wants; goods; services
41. Establish target market(s). 6.023		
42. Evaluate and analyze competition. 2.128	Free Enterprise (013) Math (018)	Defines economic terms; competition Evaluates; reasoning; invalid arguments
43. Demonstrate effective personal sales skills. 12.051	Language Arts (063)	Presents; formal speech; persuasive
44. Process sales transactions. 1.128	Math (022) Language Arts	Computes; addition; subtraction Collects; organizes; information-oral; written;
45. Establish customer service procedures. 12.046	Language Arts	Composes; drafts written; sequence
46. Explain value-added concept. 12.047	Free Enterprise (006)	Define; economic terms
47. Identify strategies to generate repeat business. 12.045	Language Arts (006)	Composes; drafts-oral; written; originality.
48. Evaluate the benefits of professional organization affiliation (i.e. trade associations, community organizations such as Chamber of Commerce, PAC/ lobbying groups, professional associations, credit bureau, unions). 3.228	Language Arts (167)	Evaluates; information-oral-written

Leadership

1. Identifies opportunities necessary for successful entrepreneurship. 2.316		
2. Communicate effectively with others. 1.214	Language Arts (265)	Presents; informal speech; discussion

3. Manages time effectively. 1.311		
4. Organizes and delegates effectively. 1.6421, 1.6422	Language Arts (156)	Describes; explains; language situations; purpose
5. Set goals and set priorities. 1.515		
6. Resolves conflict. 1.449	Language Arts (004)	Adapts; diction; structure,situation
7. Adapts to environment / situation. 1.316		
8. Motivates self and others. 1.4227		
9. Accepts challenge of competition. 2.128		

Job getting, Job keeping

1. Identifies requirements for a job. 1.514		
2. Evaluates job offer. 1.536		
3. Interacts with others in a courteous and tactful manner. 1.4225	Language Arts (004)	Adapts; diction; structure; situation
4. Respects the property of others. 1.4551		
5. Organizes thoughts and clearly expresses point of view. 1.2222	Language Arts (262)	Presents; formal speech; expository
6. Organizes thought and writes clearly (e.g. letter of application). 1.2221	Language Arts (003)	Adapts; diction; structure;purpose
7. Exhibits dependability and punctuality. 1.4221, 1.4222		

8. Adapts to change/demonstrate flexibility. 2.335

9. Produces quality work. 1.3112

10. Takes responsibility for mistakes and/ or good work. 1.4444

11. Demonstrates personal hygiene and cleanliness. 1.3181

12. Analyze abilities and career opportunities in order to make a career change. 1.517

13. Identify career enhancing opportunities. 1.518

Entrepreneurship

1. Recognize relevant, ethical issues in business. 2.3321		
2. Explain the concept of private enterprise. 2.115	Free Enterprise (006)	Defines; economic terms
3. Analyze the concept of supply of demand 2.121	Free Enterprise (072)	Describes; explains; economic concepts; supply; demand.
4. Explain the concept of business cycles. 2.313	Free Enterprise (061)	Describes; explains; business cycles
5. Explain the possibilities of international trade. 2.221	Free Enterprise (057)	Defines; economic terms; profit
6. Explain the concept of profit. 2.124	Free Enterprise (044)	Defines; economic terms; profit
7. Identify components of the innovation process. 1.437	Language Arts	Identifies; information written; oral
8. Evaluate the process of buying or selling an existing business opportunity.3.127	Language Arts.	Evaluates; information-oral; written

Vocational Student Organizations

Vocational-technical educators have long recognized the importance of providing students personal and professional leadership development competencies that complement the job specific knowledge and skills needed for entry and successful progression in a particular career field. The vocational student organization (VSO) has evolved as the instructional strategy to provide students with personal and professional leadership development. The ten (10) national vocational student organizations that are recognized by the United States Department of Education are:

Business Professionals of America
DECA - Delta Epsilon Chi
Future Business Leaders of America - Phi Beta Lambda
National FFA Organization
Future Homemakers of America
Health Occupations Students of America
National Postsecondary Agricultural Student Organization
National Young Farmers Education Association
Technology Student Association
Vocational Industrial Clubs of America

Vocational student organizations (VSOs) provide a unique program of career and leadership development, motivation, and recognition for middle/junior high, secondary, postsecondary, adult and collegiate students enrolled in vocational-technical education programs. The VSO is a powerful instructional tool that works best when integrated into the vocational-technical curriculum.

VSOs Reinforce Workplace Basics

While employers say that the most important skills for any employee are the "basics"--reading, writing and arithmetic, they want much more. In addition to the vocational skills needed for entry level employment and advancement, employers express the need for a workforce that is capable of:

- knowing how to learn
- reading, writing and computation
- communicating effectively
- creative thinking and problem solving
- personal management
- group effectiveness
- setting personal and career priorities

Active participation in a VSO helps students achieve these characteristics making them more attractive to employers, and better able to compete in the market place for success in their chosen careers.

The VSO: An Instructional Strategy

VSOs are extremely effective "instructional tools" when used properly. VSO activities are integral to vocational-technical education and most effective when they:

a. are strategies used to develop, improve, and expand occupational competencies increasing the relevance of instruction;

b. are an extension of the classroom and laboratory instructional program which enriches and enhances student learning;

c. provide organized activities for students to gain personal and leadership knowledge and skill making them more employable and preparing them to assume positive roles in the home and community;

d. demonstrate goals and purposes which parallel the philosophy of vocational-technical education and its service areas within the program;

e. provide realistic learning experiences in an organized program which are directly related to the preparation of individuals for employment in careers and preparation for their role as family members and citizens.

The VSO Chapter - Developing Leadership Competencies

Early studies determined that leadership at secondary and postsecondary levels was "predictive of later leadership in adult business and social activities." It was further found "that leadership in student led activity was more highly related to various criteria for adult success than were scholarship or academic achievement" (Base, 1981). The VSO chapter is not intended to replace the classroom or laboratory, but rather to supplement them, thus providing students the opportunity to develop leadership competencies in addition to the knowledge and skills they are learning in their vocational-technical education program.

Integrating Competitive Events into the Educational Program

Most VSOs offer a competitive events program. The competitive events program has several purposes. Among them are:

- motivate students
- assist students in developing confidence in themselves and their occupational knowledge and skills
- develop self-esteem
- refine occupational knowledge and skills
- develop individual and group leadership skills

The competitive events program of the VSO is an effective instructional tool to achieve the above and as a result, help students be more effective in their chosen career field. Competition is the means by which these goals are achieved, not the end or sole purpose of the activity. Likewise, the medallion, plaque or trophy the student might win is an added incentive, but not the purpose of the competition.

Competitive events can also help vocational education programs attract more students to their respective career fields, as well as encourage excellence in individual and team performance. Classroom and laboratory grades alone will not always motivate the student to give her or his very best and or achieve in their chosen career.

Competition also prepares vocational students for a highly competitive and demanding workforce. Graduates from vocational programs must have a competitive spirit if they are to advance within their chosen career fields. VSO members will have the opportunity to gain this "competitive edge" if they have participated in the competitive events program sponsored by the ten vocational student organizations. In the tradition of the Olympics, "you get the best from yourself when you give the best of yourself."

Summary

All students enrolled in a vocational-technical education program may also be actively involved in their respective VSO. To achieve this goal it is essential that vocational-technical instructors and school administrators understand the nature and purpose of the VSO. The VSO can greatly enhance the ability of the graduate of the vocational program to enter and advance in employment, as well as be a productive member of society. As a result, the vocational-technical education instructor should plan to integrate the VSO into the curriculum as it is being planned and developed.

DECA

An Association Of Marketing Students

DECA is a dynamic student-centered organization whose program of leadership and personal development is designed specifically for students enrolled in marketing and entrepreneurship education programs at the high school and college levels. DECA is the only student organization operating through the nation's schools to attract individuals to careers in marketing, merchandising, entrepreneurship and business management.

DECA is further distinguished because its program is co-curricular, that is, integrated into the classroom instructional program in marketing.

DECA's members number almost 170,000 high school and collegiate marketing students in all fifty states, four territories, the District of Columbia and Canada. Their students have chosen business management and marketing as their career goal and are working toward the development of management and marketing skills and leadership qualities necessary for success in their chosen career.

DECA's program is funded by the students themselves and corporate sponsors who recognize the contribution DECA makes to students' understanding of the free enterprise system and the role a good education and hard work play in their personal and business success.

Mission

DECA's mission is two-fold. First, DECA helps marketing teachers create learning opportunities for almost 170,000 members through goal-oriented chapter activities which focus on developing greater understanding and appreciation of management, merchandising, entrepreneurship and marketing. At the same time, these activities develop civic consciousness, social intelligence, and leadership ability.

Secondly, DECA serves businesses by helping to develop a pool of trained management and marketing personnel from which America's businesses can recruit knowledgeable, motivated and productive employees.

Goals

1. To develop leadership abilities
2. To develop social and business etiquette
3. To develop an understanding of civic responsibility
4. To develop ethical behavior in personal and business relation ships
5. To develop an understanding of the role of the free enterprise system in a global economy.

DECA'S Competency Based Competitive Events are equally valuable in helping teachers evaluate the student(s) development of essential competencies needed to prepare for, and to advance in, marketing, merchandising, entrepreneurship and management careers. Traditionally, DECA's competitive events are structured to serve as integral or co-curricular components of marketing education programs at the high school and college level. Consequently, all competitive events are congruent with long established, sound educational techniques and practices.

Each year DECA members compete at the district, state, and national levels for recognition of their skills and competence. Winners are recognized at the state level by the awarding of plaques and medallions.

The events are based on specific marketing/management skills and competencies which have been determined to be essential for success in marketing and management careers. These competitive events measure the students' efficiency in specific occupational skills and tasks.

At the state level, the series events include a written comprehensive exam containing questions about marketing, economics, and occupational specific items. The events also involve two role play situations, where the member interacts to a marketing or management situation and is evaluated by a panel of judges. The competency based competitive event system involves students, chapter advisors, and business people all working together to offer a curriculum-centered learning experience. The judging of the competitive events at the local, district, state and national levels is done by volunteer business people actively engaged in the field of marketing and management. These judges serve as role models for the students in addition to judging the event.

Local Chapter Activities

Local DECA chapters are co-curricular. Activities are designed to increase social intelligence, develop leadership skills, enhance vocational understanding, and cultivate civic consciousness. Community service projects, conducting market research for area businesses, and operation of a school-based business are just a few examples of how DECA links practical application with the theories of marketing learned in the classroom.

Fall Leadership Conference

The membership year's first event is usually the annual Fall Leadership Conference. Chapter officers and members come together to enhance their leadership skills and knowledge. Key workshops include enhancing creativity, developing a program of work, teamwork, and motivating others.

Central Region Leadership Conference

Members from the thirteen states of the Central Region join together to further develop knowledge of marketing and leadership skills. Over 2,000 young people seize this opportunity to become more productive team members and to share innovative ideas which work in their home communities.

State Career Development Conference

Iowa DECA's premiere event is the annual state conference. Each participant competes in one of fourteen career interest competitive event areas. Also available are individual and chapter written project events. Over 200 businesspeople volunteer their time and expertise to judge the events.

National Career Development Conference

The top two winners in each competitive event category travel to compete against the best and brightest from all 50 states, U.S. Territories, and Canada This is the opportunity for the top DECA members to prove they are number ONE in their event. Over 11,000 members, advisors, and business-people attend each year in exciting cities such as Anaheim, California and Orlando, Florida.

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